

1992

Salve Regina University Graduate Catalog 1992

Salve Regina University

Follow this and additional works at: <http://digitalcommons.salve.edu/catalogs>



Part of the [Education Commons](#)

Recommended Citation

Salve Regina University, "Salve Regina University Graduate Catalog 1992" (1992). *University Catalogs*. Book 1.
<http://digitalcommons.salve.edu/catalogs/1>

This Book is brought to you for free and open access by the Archives and Special Collections at Digital Commons @ Salve Regina. It has been accepted for inclusion in University Catalogs by an authorized administrator of Digital Commons @ Salve Regina. For more information, please contact digitalcommons@salve.edu.



Salve Regina University

Graduate Catalog

1992

Academic Calendar	41
Class Cancellation	42
Methods of Instruction	43
Graduate Extension Study	44
Individualized Master's Degree Program	44
Confidentiality of Student Information	51
Withdrawal from the University	51
Leave of Absence	51
Filing for a Degree	51
Courses and Units of Credit	51
Course Numbering	51
ACADEMIC POLICIES	51
MISSION AND OBJECTIVES	51
UNIVERSITY EXPECTATIONS OF STUDENTS	51
STUDENT EVALUATION - GRADUATE STUDIES	51
Academic Standards	51
Anecdotal Report	51
Grade Interpretation	51
Delay of Grade	51
No Grade	51
Incomplete Process	51
Independent Study/Research	51
Course Changes	51
Non-Credit Registration	51
Course Withdrawal	51
THE GRADUATE PROGRAMS	51
OBJECTIVES OF THE GRADUATE PROGRAM	51
PROGRAM ACCESSIBILITY	51
THE CAMPUS	51
Administrative Facilities	51
Academic Facilities	51
Academic Computer Laboratories	51
The Library	51
Wakehurst Campus Center	51
Housing	51
Parking and Vehicle Registration	51
Student Identification	51
Mail Boxes	51
Telecommunications	51
Off-Campus Locations	51
ADMISSIONS INFORMATION - GRADUATE STUDIES	51
Application Procedures for Graduate Studies	51
MASTER'S DEGREE PROGRAMS OF STUDIES - APPLICATION FOR A SPECIFIC PROGRAM	51
MASTER OF ARTS - HUMANITIES	51
MASTER OF ARTS - INTERNATIONAL RELATIONS	51
MASTER OF SCIENCE - ADMINISTRATION OF JUSTICE	51
MASTER OF SCIENCE - BIOMEDICAL TECHNOLOGY AND MANAGEMENT	51
MASTER OF SCIENCE - MATHEMATICAL SCIENCES	51
DOCTOR OF PHILOSOPHY - HUMANITIES	51
MASTER OF ARTS - HUMAN SERVICES	51
MASTER OF SCIENCE - ACCOUNTING	51
MASTER OF SCIENCE - INFORMATION SYSTEMS SCIENCE	51
MASTER OF SCIENCE - STATISTICS	51
PH.D. PROGRAM OF STUDIES - APPLICATION FOR DOCTORAL STUDIES	51
MASTER OF BUSINESS ADMINISTRATION - GLOBAL BUSINESS AND FINANCE	51
MASTER OF BUSINESS ADMINISTRATION	51
ACADEMIC POLICIES	51
Full-Time/Part-Time and Time Limitations	51
Course Load	51
Attendance	51
Minor Illnesses	51
Family Emergency or Extended Illness	51
Mid-Session Warning Notices	51
Transcript Services	51

CONTENTS

PRESIDENT'S MESSAGE	1
BRIEF HISTORY AND GENERAL DESCRIPTION	2
ACCREDITATION AND MEMBERSHIP	2
MISSION AND OBJECTIVES	2
UNIVERSITY EXPECTATIONS OF STUDENTS	3
PROGRAM ACCESSIBILITY	3
OBJECTIVES OF THE GRADUATE PROGRAM	4
THE GRADUATE PROGRAMS	4
THE CAMPUS	5
Administrative Facilities	5
Academic Facilities	5
Academic Computer Laboratories	5
The Library	5
Wakehurst Campus Center	6
Housing	6
Parking and Vehicle Registration	6
Student Identification	6
Mail Boxes	7
Telecommunications	7
Off-Campus Locations	7
ADMISSIONS INFORMATION - GRADUATE STUDIES	8
Application Procedures for Graduate Studies	8
MASTER'S DEGREE PROGRAMS OF STUDIES - APPLICATION FOR A SPECIFIC PROGRAM	9
Matriculated Status	9
Candidacy Status	9
Exit Meeting	9
Master's Comprehensive Examinations	10
Thesis Option Master's degrees	10
Ph.D. PROGRAM OF STUDIES - APPLICATION FOR DOCTORAL STUDIES	11
Admissions	11
Phase One: Matriculation through Comprehensive Examination	11
Phase Two: Candidacy and Dissertation	11
ACADEMIC POLICIES	13
Full-Time/Part-Time and Time Limitations	13
Course Load	13
Attendance	13
Minor Illnesses	13
Family Emergency or Extended Illness	13
Mid-Session Warning Notices	13
Transcript Services	14

Academic Calendar	14
Class Cancelation	14
Methods of Instruction	14
Graduate Extension Study	14
Individualized Master's Degree Program	14
Confidentiality of Student Information	15
Withdrawal from the University	15
Leave of Absence	15
Filing for a Degree	16
Courses and Units of Credit	16
Course Numbering	16
FINANCIAL FEES	17
STUDENT EVALUATION - GRADUATE STUDIES	18
Academic Standards	18
Anecdotal Report	18
Grade Interpretation	18
Delay of Grade	18
No Grade	18
Incomplete Process	19
Independent Study/Research	19
Course Changes	19
Non-Credit Registration	19
Course Withdrawal	19
MASTER OF ARTS - HUMANITIES	21
MASTER OF ARTS - INTERNATIONAL RELATIONS	23
MASTER OF SCIENCE - ADMINISTRATION OF JUSTICE	27
MASTER OF SCIENCE - BIOMEDICAL TECHNOLOGY AND MANAGEMENT	31
MASTER OF SCIENCE - MATHEMATICAL SCIENCES	34
DOCTOR OF PHILOSOPHY - HUMANITIES	38
MASTER OF ARTS - HUMAN RESOURCE MANAGEMENT	43
MASTER OF SCIENCE - ACCOUNTING	46
MASTER OF SCIENCE - INFORMATION SYSTEMS SCIENCE	49
MASTER OF SCIENCE - STATISTICS	52
MASTER OF BUSINESS ADMINISTRATION - GLOBAL BUSINESS AND FINANCE	57
MASTER OF BUSINESS ADMINISTRATION	61
MASTER OF ARTS - GERONTOLOGY	67
MASTER OF ARTS - HOLISTIC COUNSELING	69
MASTER OF EDUCATION - A PROGRAM FOR CERTIFIED EDUCATORS	74
MASTER OF SCIENCE - HEALTH SERVICES ADMINISTRATION	80

GRADUATE EXTENSION STUDY

Rationale	85
Graduate Extension Study Process	85
Eligibility	85
Admission	85
General Requirements	85
Time	86
Master's Degree	86
Tuition and Fees	87
MASTER OF ARTS - INTERNATIONAL RELATIONS GRADUATE EXTENSION STUDY	88
MASTER OF SCIENCE - MANAGEMENT GRADUATE EXTENSION STUDY	90
Graduate Courses - GES	92

SALVE REGINA UNIVERSITY

PRESIDENT'S MESSAGE

In the publication of this catalog, I reaffirm the hope of all at Salve Regina University that students will be helped here to become their best selves as they use the opportunities provided for them in their moves toward those goals to which they aspire. We want to provide all who come to the University with the opportunity to learn about our values, about a truly Catholic Christian community, about academic excellence, and about intellectual and moral integrity.

At the same time, we are aware that education is the industry in which the consumers manufacture their own products. That is, students educate themselves, using their own intelligence, ingenuity, drive, and the opportunities available to them at their chosen university.

We hope all will use the opportunities available at this University to educate themselves, to search for that good purpose to which they ought to devote their lives, and to prepare fully to help others, as well as themselves, to achieve their goals. We will do all we can to help in this endeavor.

Sister Lucille McKillop
President

BRIEF HISTORY AND GENERAL DESCRIPTION

In 1934, the State of Rhode Island granted a charter to form a corporation named Salve Regina College. The Charter was amended in June, 1991, to effect the change of the name of the Corporation to Salve Regina University. Organized under the sponsorship of the Sisters of Mercy, Salve Regina was established as an independent university in the Catholic tradition of education, which acknowledged the critical importance of higher education for women and for men. The efforts of its founders became visible in 1947 with the acquisition of the property that enabled the University to welcome its first class of 58 students.

The undergraduate academic programs include a strong liberal arts base and thirty-two concentrations in the arts, the sciences, management, business, information systems, nursing, education, and social work. The master's degree, first offered in 1974, now includes fifteen concentrations. In 1990, the University initiated a humanities program leading to the doctoral degree. Thus the curriculum presently provides opportunities for over fifty areas of concentration leading to an Associate, Bachelor's, Master's, and/or Ph.D. degree.

Presently serving 2,400 men and women from 36 states and 10 foreign countries, and over 9,000 alumni, the University is located in Newport, Rhode Island. Purchases, gifts, new construction, and the availability of property for University use in this section of Newport have expanded the campus to accommodate the needs of the University.

ACCREDITATION AND MEMBERSHIP

The University is accredited by the New England Association of Schools and Colleges, Inc. The National League for Nursing accredits the Nursing Program, which is approved by the Rhode Island Board of Nurses Registration and Nursing Education. The elementary and special education programs are interstate-approved, and students completing these programs have certification in approximately thirty-six states. The Social Work Department offers a baccalaureate program accredited by the Council on Social Work Education. The Visual Arts programs are accredited by the National Association of Schools of Art and Design.

The University is a member of numerous organizations concerned with the advancement of higher education, including the Association of American Colleges, American Council on Education, American Association of Colleges for Teacher Education, American Association of Collegiate Registrars and Admission Officers, College Entrance Examination Board, the Council for the Advancement and Support of Education, National Association of College Admission Counselors, National Catholic Educational Association, the Council on Social Work Education, and the Council for the Advancement of Small Colleges. The University is a member of Division III of the National Collegiate Athletic Association and the regional subdivisions of this organization.

MISSION AND OBJECTIVES

All members of the University community--administrators, faculty, staff, and students--must be aware of the mission and the objectives of the University since participation in the University involves a willingness to work within the context of this mission and these objectives.

The mission of the University is to assist students to find truth, to help them become their own best selves, and to encourage them to help others to become their own best selves. To help students with respect to their ultimate goals and dignity as persons and simultaneously with respect to their

working for the good of those societies in which, as members, they will participate and in whose responsibilities they will share is the objective of the University. To develop the art of critical thinking, to refine, to clarify, and to deepen this art within the context of Catholic values is the aim of the curriculum.

The University continually works at establishing a curriculum that will help the students to cultivate their intellects, to ripen their capacities for right judgments, to deepen their knowledge and understanding of their cultural heritage, to develop further their sense of what is good, to prepare for specific professional goals, to prepare themselves for family, professional, and civic life, and to integrate the whole of the educational pattern within a permeating knowledge of God and the relation of all things to Him.

The University recognizes its commitment as an intellectual community to serve directly the larger community within which it operates as far as its capabilities allow.

UNIVERSITY EXPECTATIONS OF STUDENTS

Students are expected to become their best selves and to work consciously toward bringing forth the best in others. It is expected that students clearly understand that while they are enrolled in Salve Regina University, they bear our name. All behavior, therefore, must reflect this reality in the social, civic, educational, and living environments in which they find themselves. THE UNIVERSITY IS COMMITTED TO PROVIDING THE OPPORTUNITIES TO BECOME EDUCATED; THE STUDENT IS EXPECTED TO BE COMMITTED TO TAKING ADVANTAGE OF THE OPPORTUNITIES PROVIDED.

Students are expected to be involved in the educational process that extends beyond the classroom as students design, create, and participate in educational opportunities with and for other members of the University and civic community. The commitment to and involvement in the educational process at the University means that all aspects of human living are to be viewed as opportunities to teach, to learn, and to grow. Students are expected to show care and concern for their own lives and their own future, but they are also expected to reach beyond themselves and exhibit care and concern for others.

PROGRAM ACCESSIBILITY

In compliance with Section 504 of the Rehabilitation Act of 1973, Salve Regina University is committed to making its services and programs accessible to all students. Salve Regina University is committed to providing the opportunity for an educational experience that is both academically and personally fulfilling.

The Office of the Dean of Students is responsible for all students with special needs. Students seeking assistance are required to contact this office at (401) 847-6650, extension 2923, and provide current documentation of their needs well in advance so that appropriate assistance and consideration may be given to enable program accessibility. All correspondence should be addressed to:

Office of the Dean of Students
Salve Regina University
100 Ochre Point Avenue
Newport, Rhode Island 02840-4192

The University assists all students in obtaining the services they need to access quality education. This is done in the following ways: Assisting with Admission, Registration, Financial Aid and Bursar Procedures; scheduling courses in accessible academic buildings; assigning appropriate housing; making assistance available to students who evidence needs; making reasonable accommodations for faculty and staff to bring services to students as needed; and providing information about laws, regulations, and rights pertaining to students.

OBJECTIVES OF THE GRADUATE PROGRAM

Graduate programs advance the mission and objectives of the University through dual objectives: to help individuals enrolled in graduate studies to realize their full potential; and, through focused study, to provide opportunities for the individual student to explore means of helping others achieve self-actualization.

THE GRADUATE PROGRAMS

The University makes available graduate programs leading to the degrees of Master of Arts, Master of Business Administration, Master of Education, Master of Science, and Doctor of Philosophy.

Master of Arts degrees are offered in Gerontology, Humanities, Holistic Counseling, Human Resource Management, and International Relations.

Master of Business Administration degrees are offered with specific concentrations in Management and in Global Business and Finance.

Master of Education degrees are offered for Certified Teachers.

Master of Science degrees are offered in Accounting, Administration of Justice, Biomedical Technology and Management, Health Services Administration, Information Systems Science, Mathematical Sciences, and Statistics.

The Doctor of Philosophy degree is offered in Humanities.

The Graduate Programs also serve university graduates who wish to continue their formal education for professional or personal reasons, but who do not wish to pursue a degree. These individuals may enroll as non-matriculated special status students. Such students, however, may bring six (6) graduate credits taken prior to matriculation into a degree program.

THE CAMPUS

The University is located on the Cliff Walk, overlooking the Atlantic Ocean in historic Newport, Rhode Island. The campus is within walking distance of the center of the city.

The airport in Providence is less than an hour away, and Boston Logan Airport is a ninety-minute drive from Newport. The University is easily accessible by interstate highways from Providence, Boston, New York, and Cape Cod.

ADMINISTRATIVE FACILITIES

The Admissions, Graduate, Business, and Registrar Offices are located in Ochre Court, the main administrative building of the University. These offices are open 8:00 A.M. - 5:00 P.M. daily, Monday through Friday.

ACADEMIC FACILITIES

Classrooms, laboratory facilities, and faculty offices are concentrated in nine buildings: O'Hare Academic Center, South Hall, Angelus Hall, Marian Hall and McAuley Hall on Ochre Point Avenue; Mercy Hall on Lawrence Avenue; Cecilia Hall on Ruggles Avenue; and Tobin Hall and Miley Hall on Webster Street.

ACADEMIC COMPUTER LABORATORIES

The University has three state-of-the-art academic computer labs in O'Hare Academic Center which serve students and faculty. In addition, each lab has a local area network that connects twenty-five to thirty computers. Where appropriate, these local area networks connect to the host for student and faculty use. The laboratories are available to students and faculty seven days a week. The University schedules other workshops, classes, and programs in the laboratories to maximize the use of facilities and ensure availability of resources. Programs are designed for all new students to insure basic computer skills.

THE LIBRARY

The Library facility provides seating for over 450 people, volume capacity for 230,000 holdings, computer research laboratories, and publishing services.

Twenty-six terminals provide access to information on the Library host and are strategically located throughout the public areas of the Library. Twenty-four intelligent terminals provide access to the University host, the Library host, and external data bases. In addition, the Bibliographic Research Room is equipped with a local area network, fifteen intelligent work stations, four printers, and an instructor's work station. The Library is connected to the fiber optic network and the University telecommunications system.

On-line public access catalog and circulation systems are available to the University community. The Library has made CD-ROM based databases and the expanded Academic Index available to Library users as well as to off-campus users.

The Library provides facilities for students to develop their research skills. It has incorporated state-of-the-art research tools appropriate for a library that supports graduate studies and research needs.

The University Library is a member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL). Use of CRIARL and other union lists of serials enables faculty and students to find journals, which may then be requested through interlibrary loan. As a member of Rhode Island Interrelated Library Network (RHILINET), a multitype statewide library consortium for interlibrary cooperation and services, the Library enjoys daily delivery service, provided by the Department of State Library Services, to satisfy patrons' requests. Other materials not held by CRIARL member libraries are available through the OCLC interlibrary loan system to which the University belongs.

The Library is a United States Government Documents Depository Library. The Library selects documents relevant to academic programs and integrates them into the collection by cataloging them according to the Library of Congress Classification system.

WAKEHURST CAMPUS CENTER

The Wakehurst Campus Center is located at the center of the campus, next to the Library. The Text Bookstore and Mailroom are on the lower level of this building. On the first floor are located the Bookstore Boutique, the Global Cafe, the Conference Center, and the Activities Offices. Student services offices are located on the second floor.

HOUSING

The housing office, located in Ochre Court, offers a rental listing service of properties available in the Newport area. The staff acts as a resource to students, staff, and faculty searching for housing and refers them to real estate agents in the local community.

PARKING AND VEHICLE REGISTRATION

All faculty, staff, and students, full- or part-time, are required to register their vehicles with the Security/Safety Office and to obtain a Salve Regina parking sticker. The Security/Safety Office is located in Miley Hall and is available on a 24-hour basis.

Each person may register one car on campus. The decal received will be valid for one semester. There is a fee each time a car is registered. Should the person change cars during the semester, a nominal fee will be charged to cover the expense of issuing a new decal.

The various areas on campus where parking is permitted are clearly posted. It is the obligation of each student to become familiar with specific regulations. These regulations are distributed with the decal. Fines are levied on students who do not observe parking regulations; abuse may result in the towing of automobiles.

The Security Office has the authority to tow away at the owner's expense any car parked on Salve Regina University property that is in violation of posted parking signs and these regulations.

STUDENT IDENTIFICATION

Photo identification cards are issued to all new students by the University Security Office in Miley Hall at the beginning of each semester or trimester. These ID cards must be retained until graduation. Validation stickers are issued to students registered for course work each session. Identification cards are required for access to the Computer Labs, University Library, specific functions, specific buildings or events. Prior to receiving a validation sticker, the student must be registered for course work for the session for which the card is valid and must have satisfied all financial obligations to the University. A replacement fee will be charged for lost IDs.

MAIL BOXES

Mail boxes are available for assignment to students upon presentation of the student identification cards to the mailroom clerk. The mailroom is located on the ground floor of the Wakehurst Campus Center.

TELECOMMUNICATIONS

All students receive an individual voice mailbox through which the student has the ability to record a personal greeting, to receive and record unlimited private messages, to forward messages to other extensions and to send messages to other mailboxes. Students can also receive messages from any touchtone phone off-campus. All students are expected to check their voice mailbox on a regular basis as it is often the means of communicating official messages from staff or faculty.

OFF-CAMPUS LOCATIONS

For the convenience of students, the University may offer some graduate courses at off-campus locations on a regular basis. Students should consult the latest Schedule of Classes booklet for scheduling information.

ADMISSIONS INFORMATION - GRADUATE STUDIES

Students are admitted to Graduate Studies at the University, not to a specific program. Acceptance into a specific graduate program must progress through the matriculation process as it relates to the Masters Program of Studies (p. 10) or the Ph.D. Program of Studies (p. 12).

Candidates for admission to Graduate Studies are selected by a Graduate Admissions Committee. The qualifications of each applicant are evaluated by this committee so that individuals who give evidence of academic ability, intellectual curiosity, motivation for personal growth and development are selected without regard to age, race, sex, creed, national or ethnic origin, or handicap.

APPLICATION PROCEDURES FOR GRADUATE STUDIES

In order to apply for admission to Graduate Studies, the following materials must be sent to the Admissions Office:

1. Completed application with the application fee.
2. Official transcripts from ALL degree-granting institutions attended by the applicant.
3. Two letters of recommendation, neither from a relative.
4. Score on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), or the General Management Aptitude Test (GMAT). Test of English as a Foreign Language (TOEFL) score and a declaration of finances are required for International students.
5. The commitment fee due at the time of acceptance to Graduate School.

All supporting material submitted during the application process to Graduate Studies becomes part of the permanent, confidential records of Salve Regina University and is not returnable.

International students are welcome to apply for admission to Graduate Studies. Because of the time-consuming nature of applying to graduate study in a foreign country and obtaining the student visa, international students are advised to submit completed applications by September for the Spring sessions, and by March for the Fall sessions.

Incomplete applications are not evaluated, and the applicant is notified in writing of the items missing from the application file.

STUDENT IDENTIFICATION

Photo identification cards are issued to all new students by the University Sheriff's Office at the beginning of each semester or trimester. These ID cards must be retained until graduation. Validation stickers are issued to students registered for course work each session. Identification cards are available for a loan to the Computer Labs, University Library, specific faculty offices, buildings or events. Prior to receiving a validation sticker, the student must be registered for course work for the session for which the card is valid and must have satisfied all financial obligations to the University. A replacement fee will be charged for lost IDs.

MASTER'S DEGREE PROGRAMS OF STUDIES - APPLICATION FOR A SPECIFIC PROGRAM

MATRICULATED STATUS

Students who have been accepted for Graduate Studies at the University must request a matriculation interview through the Graduate Studies Office. A matriculation interview will then be scheduled with an ad hoc committee, composed of the Graduate Dean and the faculty member appropriate to the student's area of graduate study.

The ad hoc committee and the student agree on a tentative plan of study; an advisor is designated; and the student formally begins the specific program. Admission to the specific program, however, does not ensure candidacy status. (See the following section on Candidacy Status.)

During the matriculation interview, requests for graduate credit earned at any other accredited institutions will be evaluated by the committee for applicability to each student's program. Six (6) semester hours of graduate credit is the maximum number normally accepted toward a Master's degree.

The Graduate Dean will notify the applicant officially of the action of the committee with a written summary of the meeting.

CANDIDACY STATUS

Upon completion of at least five (5) but no more than seven (7) courses, the matriculated student should request a meeting with the program advisor to apply for candidacy status. The recommendations of the student's advisor, anecdotal evaluations by instructors, and the interview will provide data which the program advisor will evaluate to determine the student's readiness for candidacy. The Graduate Dean will notify the student in writing of the result of this meeting.

EXIT MEETING

Upon completion of all course requirements, students will be scheduled for an exit meeting. In some cases, an oral comprehensive examination takes place during the exit interviews with their ad hoc committees. This comprehensive oral examination will provide students the opportunity to demonstrate competency in issues related to their fields.

Data considered at the previous interviews, during matriculation and candidacy meetings, will be reviewed and student's achievement will be compared to the needs identified at the prior meetings. Should the committee and candidate agree that the needs as stated have been satisfied, the candidate will be recommended to the Graduate Dean as having satisfied requirements for the degree.

The student who has completed a planned program of studies of not less than thirty-six (36) semester hours of credit, who has passed an oral comprehensive examination, and who has been recommended by the ad hoc committee for the degree is eligible to receive the Master's degree.

The date of completion of these requirements will be included on the official transcript. The degree will be awarded at the next commencement.

MASTER'S COMPREHENSIVE EXAMINATIONS

The comprehensive examinations are not merely quantitative or cumulative extensions of the content of required courses. Rather, they are examinations of a student's ability to generalize from acquired data, theories, and research findings to a set of principles which may be used in approaching problems within a given field. Comprehensive examinations may be administered orally by the candidate's ad hoc committee during the exit interview.

THESIS OPTION MASTER'S DEGREES

In some programs, a student may elect to write a thesis for six (6) credits. The thesis will be written under the direction of a faculty member with special competence in the subject matter of the thesis. The details for the writing of the thesis must be arranged in advance of registration with both the thesis supervisor and the ad hoc committee.

PH.D. PROGRAM OF STUDIES - APPLICATION FOR DOCTORAL STUDIES

ADMISSIONS

The University offers the opportunity to pursue studies at the doctoral level in the Humanities. Persons with a Master's degree and other uniquely qualified individuals interested in this innovative concept are encouraged to apply.

Students with a Master's degree from an accredited higher education institution are normally eligible for admission. Those who do not have a Master's degree will be able to earn it during the course of their studies toward the doctorate. Along with the application for graduate study, academic transcripts, and references, students submit a description of their academic interests and the reason for choosing this particular doctoral program. The Program Director determines what prerequisite courses (if any) may be required in order to enhance the student's academic background for the program's curriculum.

There are two phases through which the student progresses in the doctoral program.

PHASE ONE: MATRICULATION THROUGH COMPREHENSIVE EXAMINATION

Doctoral applicants who are accepted for graduate study must complete all prerequisites and two required 600-level courses before petitioning the Ph.D. Program Director for a matriculation meeting with the Graduate Dean, the Program Director, and appropriate faculty. The outline of courses and research tools required are approved at the meeting. The ad hoc committee is then appointed.

A student notified by the Graduate Dean in writing of his acceptance to matriculated status completes the course work and language requirements. The student then petitions the Ph.D. Director to take the comprehensive examination. Upon successful completion of the comprehensive examination, the student is eligible to receive the Certificate of Advanced Graduate Study (C.A.G.S.) at the next scheduled graduation and is eligible to apply for candidacy status.

PHASE TWO: CANDIDACY AND DISSERTATION

Candidacy

Upon completing Phase One, the student requests candidacy. The student is granted candidacy at a meeting with the mentor/advisor, the Graduate Dean, and the Director of the Ph.D. program, at which the student also presents a dissertation topic and recommends members for an ad hoc Dissertation committee. At this meeting, the student receives candidacy status and presents a dissertation topic. Final approval of membership for the ad hoc Dissertation committee is given by the Graduate Dean and the Director of the Ph.D. program. A written summary of these proceedings is sent to the new candidate by the Graduate Dean.

Dissertation

Under the guidance of the ad hoc Dissertation committee, the candidate completes the dissertation, which is then defended at a public oral examination. The committee certifies that the candidate has successfully completed all dissertation requirements and has responded, with clarity, coherence,

the President for action by the Board of Trustees to award the Ph.D. at the next scheduled graduation.

12

ACADEMIC POLICIES

FULL-TIME/PART-TIME AND TIME LIMITATIONS

Students may pursue a graduate degree on either a full-time or part-time basis. The maximum time in which a master's degree must be completed is five (5) years from the date of matriculation. Doctoral work must be completed in seven (7) years.

A full-time graduate student is a student in pursuit of an advanced degree and registered for nine (9) or more credit hours per semester or six (6) or more credit hours per trimester.

COURSE LOAD

Most students who are employed full-time are advised to limit their courses to one or two courses per session.

Full-time students usually will register for no more than four (4) courses (12 credit hours) each semester or three (3) courses (9 credit hours) each trimester.

It is recommended that students register for no more than one (1) course during each summer session.

ATTENDANCE

The participation of students in regularly scheduled class sessions is an essential part of the educational process. It is expected that students will be present at all scheduled class meetings and will be responsible for the content of all class sessions. Each faculty member has the right to establish additional regulations regarding attendance that seem best suited to the course.

MINOR ILLNESSES

Minor illnesses which preclude class attendance must be communicated to the instructor by the student. The student should call the faculty member's University extension number. If the faculty member is unavailable, the information should be recorded as a voice message.

FAMILY EMERGENCY OR EXTENDED ILLNESS

Should a family emergency or extended illness prevent class attendance for a long period of time, students are required to notify the instructor. It is the individual student's responsibility to make up the class work that has been missed.

MID-SESSION WARNING NOTICES

In an effort to ensure that students at the University are receiving appropriate academic advising in pursuit of their educational goals, faculty members are asked to submit the names of students who are in particular need of assistance in their course work at the midpoint of the semester. The Registrar is notified of graduate students whose performance in a course is below the grade of "B-". Warning letter notifications are prepared and mailed to these students, encouraging the student to seek extra assistance from the instructor. Warning notifications are considered an extra service

provided students by the faculty. Students should not assume that lack of a warning notification assures their satisfactory completion of a course.

TRANSCRIPT SERVICES

Transcripts may be released only upon receipt of a written request and the appropriate fee from the student or when mandated by law. Transcript services may be denied to those students with outstanding financial obligations to the University.

ACADEMIC CALENDAR

The academic calendar is based on two (2) semesters, three (3) trimesters, and two (2) summer sessions. For information on the beginning and ending dates of these sessions, please request the academic calendar insert from the Admissions Office or contact the Office of the Registrar.

CLASS CANCELCATION

Should classes be canceled due to inclement weather, announcements will be made on students' voice mail boxes as well as on local radio stations.

METHODS OF INSTRUCTION

Methods of instruction are varied and are determined by each instructor to achieve the educational objectives of a particular course. In class, students should be prepared to encounter lectures, seminars, case studies, role-playing, student presentations, guest lecturers, and any combination of methods deemed appropriate by the instructor.

GRADUATE EXTENSION STUDY

Graduate Extension Study is an alternative to the traditional classroom approach to learning. Detailed study guides, prepared by faculty members, provide a structured step-by-step approach to learning while allowing students flexibility in time and place of study. It involves a one-on-one relationship with instructors, who guide the learning and monitor the student's progress through the courses via the exchange of written comments and telephone conversations with a faculty mentor.

Students who wish to take Graduate Extension Study courses and apply them to a graduate degree must have the approval of their program director. For a listing of available courses, please see the section on Graduate Extension Study in this catalogue.

INDIVIDUALIZED MASTER'S DEGREE PROGRAM

The flexibility of the Individualized Master's Program (IMP), designed for students to meet the dual objectives of graduate studies, allows students to realize their own potential and to explore means of helping others achieve self-actualization. The Individualized Master's Program addresses the diverse professional interests and academic needs of students. Students enrolling in this program develop a self-designed course of study under the guidance and approval of the student's ad hoc committee. The self-designed course of study is particularly suited to intellectually mature students with some professional experience and clear professional and academic goals. Many successful applicants to this program are at a time in their careers when the Master's degree will enhance their professional competence and enable them to assume greater professional responsibility.

Every self-designed Master's degree program must relate to one of the master's programs offered by the University and must be realistic in terms of achievable goals within the resources of the University.

All applicants must take the research course most appropriate to their academic interest (HUM500: Research Seminar, MGT500: Business Research Methods, or EDC500: Introductory Research Seminar) as their initial course.

CONFIDENTIALITY OF STUDENT INFORMATION

Procedures for the release and disclosure of student records maintained by the University are in large measure governed by State and Federal laws. Where the law is silent, the University is guided by the principles that the privacy of an individual is of great importance and that the information in a student's file should be disclosed to the student upon request. Agents of the University may have access to student information on a "need to know" basis. Third parties do not have access to personally identifiable records or information pertaining to a student without the written consent of the student or a Judicial Order or Subpoena. The law requires that parents are to be considered third parties except in the instance where a Parental Release Form is maintained on file in the Office of the Registrar. Detailed guidelines for the release and disclosure of information are available from the Office of the Registrar and the Graduate Dean. These guidelines comply with the Family Educational Rights and Privacy Act of 1974 as amended. A detailed description of student data retained in various offices is available in the Office of the Graduate Dean.

WITHDRAWAL FROM THE UNIVERSITY

Students withdrawing from school during a session or at the end of a session must do so officially through the office of the Dean of Graduate Studies.

It is important that a student wishing to withdraw from the University complete the form as soon as the decision to withdraw is made. The date of an official withdrawal dictates the amount of tuition refund due.

Failure to enroll in course work for two consecutive sessions without "on leave" status being granted will result in an automatic University withdrawal for failure to maintain satisfactory academic progress.

The University welcomes constructive comments from both current and withdrawing students for improvement of its programs, policies, and procedures.

LEAVE OF ABSENCE

Any student who, for valid educational reasons, will not be able to enroll in course work for a period of at least two sessions, must apply for a leave of absence. Such requests must be addressed in writing to the Dean of Graduate Studies. The letter should clearly detail the reasons for the request and must include specific information about the student's future academic plans. If the leave is granted, the student may maintain active status at the University while not formally enrolling in course work. A leave of absence is granted on a session by session basis. Failure to enroll in course work for two consecutive sessions without "on leave" status being granted will result in an automatic University withdrawal for failure to maintain satisfactory academic progress.

FILING FOR A DEGREE

Students intending to graduate at the next Commencement must file for the degree in the Office of the Registrar no later than the end of the Fall Semester.

COURSES AND UNITS OF CREDIT

All graduate level courses are three (3) credit courses unless otherwise noted.

Courses in the graduate program should be considered as a basis and guide for further reading and independent study. A graduate degree represents not merely an accumulation of credit hours, but high academic attainment in an area of specialization.

COURSE NUMBERING

Courses numbered 500 and above are graduate courses. Courses at the 600-level are limited to Ph.D. students.

In certain instances a student's ad hoc committee may approve the taking of an advanced undergraduate course for graduate credit. Only courses at the 300- and 400 level may be taken for graduate credit. In order that graduate credit may be earned for these 300- and 400 level courses, work in addition to that which is done for undergraduate credit must be completed through supervised independent study. Forms for securing permission to take an advanced undergraduate course for graduate credit are obtainable in the Office of Graduate Studies. A student registering for a 300- or 400 level course for graduate credit will pay the graduate rate of tuition and indicate on the registration card that the course is being taken for graduate credit.

FINANCIAL FEES

The following fees are set annually: Room and Board per year, University Health Fee, Room Contingency Fee, Commencement Fee, Commitment Fee, Credit by Examination Fee, Registration Fee, Application Fee, Change of Registration Fee and Transcript Fee.

Tuition is set annually for students taking a total of twelve (12) to eighteen (18) semester hours, students taking less than twelve (12) or more than eighteen (18) semester hours in course work that is scheduled before 4:00 P.M., students taking less than twelve (12) semester hours in course work scheduled to begin after 4:00 P.M. or on Saturday, per credit hour for all computer science, ISS, trimester, and Ph.D. (600-level) courses regardless of time offered, and per credit hour for the Master of Education courses.

For more information on fees, please request the Statement of Fees insert from the Business Office.

COURSE CHANGES

Students are permitted to drop or add courses without academic penalty during the first week of classes. Each course added or deleted from the student's register on or before the first day of the semester schedule of classes. If a student wishes to drop or add a course after the first day of classes, the student must obtain approval from the Dean of Graduate Studies. The Dean of Graduate Studies will either approve or not approve such requests.

NON-CREDIT COURSES

A student may enroll in a credit course for non-credit. The student must indicate on the registration form that the course is being taken for non-credit. The student will receive a "W" on the transcript indicating non-credit. Academic credit is not granted. Unless otherwise noted, a student registering for non-credit course work is subject to the same tuition as those registering for credit. Students may not adjust their registration from non-credit to credit or vice versa after the end of the first week of classes.

COURSE WITHDRAWAL

After the deadline for course changes as published in the semester schedule of classes, students wishing to withdraw from a course must follow the course withdrawal procedure. Such students must obtain a Registration Adjustment Form from the Office of the Registrar. The student must meet with the instructor of the course, who reviews the student's request and indicates whether the student is eligible for a withdrawal. The student must then obtain approval from the Dean of Graduate Studies. A valid reason is required for each course withdrawal. Excessive absences and excessive tardiness are not reasons for withdrawal.

Students are not officially withdrawn from courses until approval has been received from the appropriate Dean. Therefore, continued class attendance is expected until written notification has been received. If the request for withdrawal is approved, the transcript will have a "W" instead of a grade for this class.

STUDENT EVALUATION - GRADUATE STUDIES

ACADEMIC STANDARDS

A student must maintain letter grades of "B-" or above while pursuing graduate studies. A grade of "C" or below will not terminate study, but if two grades of "C" or below are received, a student's ad hoc committee will be convened to determine why the student should not be dismissed from the Graduate Program. An overall average of "B" is necessary in order to graduate.

A student who earns a grade of "C" or below in a course is placed on academic probation for the following semester and advised to take a reduced course load. Two continuous semesters in probation result in dismissal.

ANECDOTAL REPORT

A brief evaluative statement for each student enrolled in a graduate course is prepared.

GRADE INTERPRETATION

- A** distinguished
- A-** superior
- B+** meritorious
- B** satisfactory at graduate level
- B-** minimally acceptable at graduate level
- P** pass: credit acceptable toward graduate degrees; used in those courses where further grade discrimination is inappropriate
- C** passing grade but not acceptable credit toward any graduate degree
- F** failure

DELAY OF GRADE

- I** incomplete: appropriate forms must be signed by student's professor and the student

NO GRADE

- R** audit (non-credit)
- W** withdrawal: will be approved only for a compelling, cogent academic reason

INCOMPLETE PROCESS

A student may request an incomplete in course work for a valid reason. All requests for an incomplete must be in writing and must be received by the instructor on or before the scheduled final examination for the course. Faculty members may deny a request for an incomplete. If the incomplete is approved, the instructor completes the form which is signed by the student. The instructor then will send copies of the "Report of Incomplete Work and Statement of Work" to the Registrar and to the office of the appropriate Dean. Incompletes will be calculated as failures until the course work has been completed and a final grade has been reported. If course work is not completed within six months, the student will receive the grade shown on the incomplete form.

INDEPENDENT STUDY/RESEARCH

Forms for setting up individually designed independent study/research arrangements are available in the Graduate Studies Office. A matriculated student who wishes to pursue such independent study/ research for graduate credit should discuss the matter with a faculty member in the appropriate academic area. A description of the independent study/research proposal with signatures of the student, course instructor, and graduate program advisor must be submitted to the Dean of Graduate Studies no later than the last day of registration. The Dean of Graduate Studies will either approve or not approve such requests.

COURSE CHANGES

Students are permitted to drop and add courses without academic penalty during the first week of classes. Each course added or deleted from the student's registration accrues a fee as published in the semester schedule of classes. If a student has not officially dropped a course or received an approved course withdrawal by the completion of the semester, the instructor must submit a final grade for the student.

NON-CREDIT REGISTRATION

A student in good academic standing may register in a credit course for noncredit. The student must fulfill all of the requirements of the course with the exception of examinations. The student will receive an "R" on the transcript indicating registration and participation in the course. Academic credit is not granted. Unless otherwise noted, a student registering for noncredit course work is subject to the same tuition as those registering for credit. Students may not adjust their registration from noncredit to credit or vice versa after the end of the first week of classes.

COURSE WITHDRAWAL

After the deadline for course changes as published in the semester schedule of classes, students wishing to withdraw from a course must follow the course withdrawal procedure. Such students obtain a Registration Adjustment Form from the Office of the Registrar. It is recommended that the student meet with the instructor of the course, who reviews the student's request and indicates agreement/disagreement on the form with pertinent remarks. The form is then submitted for approval to the Academic Dean or the Dean of Graduate Studies. A valid reason is required for each course withdrawal. Excessive absences, poor progress, and failure to complete assignments are not valid reasons to receive a withdrawal.

Students are not officially withdrawn from courses until approval has been secured from the appropriate Dean. Therefore, continued class attendance is expected until written notification has been received. If the request to withdraw is approved, the transcript will have a "W" instead of a final grade for this class.

MASTER OF ARTS - HUMANITIES

OBJECTIVE

The Master of Arts in Humanities is an interdisciplinary program encompassing broad studies in history, literature, and the arts. The program is designed to provide students with a broad-based education in the humanities and to prepare them for careers in a variety of fields. The program is designed to provide students with a broad-based education in the humanities and to prepare them for careers in a variety of fields. The program is designed to provide students with a broad-based education in the humanities and to prepare them for careers in a variety of fields.

REQUIREMENTS

The student is recommended for the Master of Arts degree in Humanities upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit, twenty-four (24) of which are required. Should the student's ad hoc committee agree that the student has completed all degree requirements satisfactorily, the committee will recommend the student for the Master of Arts degree in Humanities.

Required Courses

- HUM 500: Research Seminar
- HUM 501: Ethnic Perspectives on Global Issues
- HUM 502: World Civilizations I
- HUM 503: World Civilizations II
- HUM 504: Great Writers
- HUM 505: Great Writers II
- HUM 506: Major Philosophers
- HUM 507: Major Religious Leaders

Thesis

In addition to the eight (8) required courses, a student is required to earn twelve (12) hours of thesis credit. The thesis is chosen in consultation with the student's ad hoc committee.

COURSE DESCRIPTIONS

HUM 500: Research Seminar. In this course, students learn and practice research techniques required for graduate studies in the various disciplines. They study such style manuals as *Publication Manual* and *APA*. They become acquainted with data base searching and are prepared to write and submit reports, term papers, research papers, and a thesis. **NOTE:** This course must be taken in the first year of the program.

HUM 501: Ethnic Perspectives on Global Issues. Students examine and compare the ethnic, racial, and religious perspectives of Western and non-Western civilizations in the development of major moral issues. Readings include such topics as the search for peace, ecological crisis, world hunger, and genetic engineering.

HUM 502: World Civilizations I. Students examine civilizations of the ancient to modern worlds in the Western Hemisphere.

HUM 503: World Civilizations II. Students examine civilizations of the ancient to modern worlds in the Eastern Hemisphere.

MASTER OF ARTS - HUMANITIES

RATIONALE

The Master of Arts in Humanities is an interdisciplinary program encompassing broad avenues of study. The program in Humanities is founded on the principle that a broad-based education can enrich a person at every stage of life and that such enrichment will improve the quality of one's professional or vocational work and relationships. The program is designed for University graduates of all ages who want to broaden their intellectual and cultural horizons. The program is a solid academic base for the doctoral studies in Humanities.

REQUIREMENTS

The student is recommended for the Master of Arts degree in Humanities upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit, twenty-four (24) of which are required. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in Humanities.

Required Courses

- HUM500: Research Seminar
- HUM501: Ethical Perspectives on Global Issues
- HUM502: World Civilizations I
- HUM503: World Civilizations II
- HUM504: Great Writers I
- HUM505: Great Writers II
- HUM506: Major Philosophers
- HUM507: Major Religious Leaders

Electives

In addition to the eight (8) required Humanities courses, the student is required to earn twelve (12) graduate credits, chosen in consultation with the student's ad hoc committee.

COURSE DESCRIPTIONS

HUM500: Research Seminar. In this course, students learn and practice research techniques required for graduate studies in the various disciplines. They study such style manuals as Turabian, MLA, and APA. They become acquainted with data base searching and with preparing and writing reports, term papers, research papers, and a thesis. **NOTE:** This course must be taken in the first year of the program.

HUM501: Ethical Perspectives on Global Issues. Students examine and compare the ethical standards and approaches of Western and non-Western moralists in the resolution of major moral issues. Readings include such topics as nuclear proliferation, the search for peace, ecological issues, world hunger, and genetic engineering.

HUM502: World Civilizations I. Students examine civilizations of the ancient to modern worlds in the Western Hemisphere.

HUM503: World Civilizations II. Students examine civilizations of the ancient to modern worlds in the Eastern Hemisphere.

HUM504: Great Writers I. Students analyze selected works of major significance in Western world literature. The students follow the great writers' search for truth and meaning in the complex totality of historical quest for understanding the world.

HUM505: Great Writers II. Students analyze selected works of major significance in Eastern world literature. The students follow the great writers' search for truth and meaning in the complex totality of historical quest for understanding the world.

HUM506: Major Philosophers. Students examine the impact of great philosophers both within the philosophers' own cultural context and the internationally cross-cultural impact.

HUM507: Major Religious Leaders. Students explore the lives and works of religious leaders who have influenced the flow of socioeconomic and political historical events.

HUM508: Major Scientists. The instructor and students discuss those scientists who have made significant contributions to science and have furthered the ongoing quest to utilize the forces of nature in constructing a better world.

HUM509: Major Mathematicians. Students examine the indispensable role of mathematics in areas important to social well-being and to the development of ideas in the humanities.

HUM510: Major Politicians. The roles of significant political personalities in the construction of social and economic systems throughout history, together with the positive or negative inspirations engendered, are studied and discussed by instructor and students in this course.

HUM511: The Enduring Relevance of Shakespearean Themes and Characters. In this course, students explore the psychological growth and/or deterioration of Shakespeare's principal characters as they are affected by outside forces and inner development. The manner in which Shakespeare's play structure parallels the destiny and fortunes of his characters is examined. A tragedy, a comedy, and an historical drama are the models used in this character study.

HUM512: Religious Traditions in American Society. Students examine the religious traditions that have helped shape modern American society and the impact of religious leaders on social and political changes in American life. The American Indians' religious traditions receive special attention.

HUM514: Cross-Cultural Perspectives and the International Corporation. Students examine a selection of cross-cultural themes relating to the work of the transnational corporation. They discuss studies that analyze the impact of the transnational corporation on the economic and cultural life of the underdeveloped world.

HUM521: Contemporary Theology. Students focus on the development of the theological discipline in modern times. They study the religious impact of Vatican II and the resulting aggiornamento on Catholic and Protestant theology. They become acquainted with theologies within their historical and sociological contexts, and they examine and critique theologians representing the major schools of theology.

HUM580-589: Special Topics. Students are provided with an opportunity to explore topics of special interest related to Humanities.

HUM591-599: Independent Study/Research. This research course is a directed study of independently selected topics in Humanities. Proposals for topics are approved by the faculty member who will supervise the independent study, the Program Director, and the Graduate Dean.

MASTER OF ARTS - INTERNATIONAL RELATIONS

RATIONALE

With the dawn of the twenty-first century, dynamic changes have occurred, and others are taking place that will impact on virtually every person in the world community of nations. The prospects for peace over war, for economic well-being over poverty, and for fulfillment of certain political, social, and cultural aspirations influence the relations of states and continue to challenge the emerging new world order. It is in this context that the International Relations program focuses on the world not only as it is, but also as it should be in light of the enduring central values of the world's great civilizations. The courses, designed for graduates seeking a broader and deeper understanding of the contemporary world, will help prepare them for their role in the increasingly interdependent world of the twenty-first century.

The chief focus of the program is a search for new avenues to global harmony and justice. Courses in the program, however, are designed to meet the individual needs of students and help them prepare for or enhance their careers in government, international organizations, business, finance, teaching, research or further study.

REQUIREMENTS

The student is recommended for the Master of Arts degree in International Relations upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in International Relations.

Students must complete a program of study from the following categories of courses.

Required Courses Six (6) Core courses are required.

HUM/INR500: Research Seminar
HUM/INR501: Ethical Perspectives on Global Issues
INR502: Foundations of International Relations
INR503: International Organizations
INR504: Public International Law
ECN/INR570: Global Trade and Finance

Regional Studies Four (4) courses are required from among the following:

INR514: Western European International Relations
INR518: Eastern European International Relations
INR524: Africa's Global Perspectives
INR528: China, Japan, and the Pacific Rim
INR550: North American International Relations
INR561: Contemporary Problems in Central and South America
INR586: The Middle East

Electives Students must earn six (6) graduate credits from among the following:

INR568: Contemporary International Issues
INR571: International Human Rights
INR574: International Crime
INR578: Third World Politics
INR580-589: Special Topics and/or Seminar
INR590: Thesis: equivalent to six (6) graduate credits

Five-Year Program: Students pursuing undergraduate studies in politics, economics, or history may accelerate their programs of study and earn, within five academic years, a Bachelor of Arts degree and a Master of Arts degree in International Relations.

Study Abroad Program: Graduate courses for study abroad may be arranged through the student's ad hoc committee from a variety of programs outside the United States.

Foreign language proficiency: Foreign language proficiency is strongly recommended and may be required by the student's ad hoc committee when such proficiency is deemed appropriate for the student's career goal. French, Spanish, and Italian language courses are offered, and opportunities exist to achieve proficiency in other languages. Credit for language study is not counted toward the graduate degree in International Relations.

COURSE DESCRIPTIONS

Core Courses

HUM/INR500: Research Seminar. In this course, students learn and practice research techniques required for graduate studies in the various disciplines. They study such style manuals as Turabian, MLA, and APA. They become acquainted with data base searching and with preparing and writing reports, term papers, research papers, and a thesis. **NOTE:** This course must be taken in the first year of the program.

HUM/INR501: Ethical Perspectives on Global Issues. Students examine and compare the ethical standards and approaches of Western and non-Western moralists in the resolution of major moral issues. Readings include such topics as nuclear proliferation, the search for peace, ecological issues, world hunger, and genetic engineering.

INR502: Foundations of International Relations. Students explore the salient issues involving conflict or cooperation in contemporary international politics. The major topics include nation-state systems; struggle for power among nations; continuities and changes in current international relations; the role of diplomacy, ideology, economics, military force, war, nuclear weapons, international law and organizations; the quest for community; and the relationship of moral and religious values to some of the problems of international relations.

INR503: International Organizations. Students explore, by analytical overview, the background, theory, and performance of international organizations. With the sharply changing nature of global problems, international organizations are evaluated from the twentieth-century perspective, concentrating on the role and functions of the United Nations and the emerging pattern of the European communities. Students examine international economic organizations, international regimes, regional military alliances, and they consider the future prospects for international organizations and the state system.

INR504: Public International Law. Students examine the role international law plays in today's dynamic world. Topics include the ever-evolving concepts of legal order, jurisdiction, territoriality, nationality, extradition, and sovereignty over land, sea, and air space, as well as the broadening impact of human rights, statehood, diplomacy, treaties, and international economic regulations. Students examine, too, the ongoing quest to regulate the use of force, including United Nations peacekeeping operations.

ECN/INR570: Global Trade and Finance. The determinants and patterns of global trade and conventional theories, new theories of trade, global payments, foreign exchange rates, and related issues are discussed.

Regional Studies

INR514: Western European International Relations. Students examine the international relations of Western European states since 1945. They study the major economic, political, military, and cultural factors influencing the relations of these states among themselves and with the rest of the world. The geopolitical implications of Western Europe security, as well as the integration of the European Community, are examined.

INR518: Eastern European International Relations. Students establish a conceptual framework for understanding the international relations of the Eastern European states since 1945. Special attention is devoted to recent changes in the Russian government's approach toward foreign policy. The global impact of these developments is considered.

INR524: Africa's Global Perspectives. Students analyze the fundamental factors influencing the relations of contemporary African states within the continent and with the outside world. Such factors as African social, economic, political, and cultural developments are considered, as well as reaction to African developments by other states.

INR528: China, Japan, and the Pacific Rim. Students examine the major political, economic, military, and cultural factors influencing the current relations of China and the Asian states. Special emphasis is on the broader Asian and global trends, including Japan and the developing impact of the "Pacific Rim" states.

INR550: North American International Relations. Topics studied include the postwar "revolution" in North American foreign policy and the effects of rapid change and economic ecological crisis on that policy.

INR561: Contemporary Problems in Central and South America. Students focus on the major political, social, and economic problems facing Central and South America today. They examine the political culture and processes, political interest groups, and the solutions proposed by constitutional, military, and leftist regimes to the problem of political instability. Other issues discussed are economic underdevelopment and dependency, including demographic problems, urbanization, and agrarian reform.

INR586: The Middle East. Students examine the following interrelated subject areas in an effort to better understand how they influence and shape events in the Middle East: the Peoples of the Middle East, Islam, the Arab-Israeli Problem, Oil, Iran's Revolution, the Iran-Iraq War, the Iraq-Kuwait War, and Gulf Security.

Electives

INR568: Contemporary International Issues. Major problems in international relations are analyzed in a seminar on a selected case-study basis. Topics include global concerns ranging from nuclear proliferation through international terrorism to world overpopulation, hunger, degradation of the global environment, and a new international economic order.

INR571: International Human Rights. Human rights, their nature and emerging concepts, are examined as well as developing needs and enforcement techniques. The role of human rights in U.S. foreign policy is explored, and the promotion and protection of human rights at the international, regional, and national level is examined.

INR574: International Crime. Crimes that plague the world community are studied in this course. The study includes present-day piracy; drug traffic; aircraft hijacking/sabotage; hostage taking; terrorism, genocide; war crimes; and the international methods available to combat such crimes.

INR578: Third World Politics. Students examine the international relations of developing states in the world community. The major problems, historical background, and dimensions of change and conflict common to developing states are examined. Representative regions and states from Asia, Africa, Latin America, and the Middle East are analyzed. Current global issues and future prospects of the "Third World" are considered.

Special Topics, Thesis, and Independent Study

INR580-589: Special Topics and/or Seminar. Students are provided with an opportunity to explore topics of special interest related to International Relations.

INR590: Thesis. The student writes a thesis under the direction of a faculty member with special competence in the subject matter of the thesis. Prerequisite: Approval by the student's ad hoc committee.

INR591-599: Independent Study/Research. This research course is a directed study of independently selected topics in International Relations. Proposals for topics are approved by the faculty member who will supervise the independent study, the Program Director, and the Graduate Dean.

MASTER OF SCIENCE - ADMINISTRATION OF JUSTICE

RATIONALE

The Master of Science program in the Administration of Justice is designed to meet the professional needs of justice practitioners as well as those wishing to pursue a teaching career. Educators and working professionals have contributed to the design of the program.

While recognizing Lord Coke's observation that the body of law is reason, we assert its soul must be justice. Accordingly, the focal point of the curriculum is justice, best described by Daniel Webster as follows:

Justice is the great interest of man on earth. It is the ligament which holds civilized beings and civilized nations together. Wherever her temple stands, and for so long as it is duly honored, there is a foundation for social security, general happiness, and the improvement and progress of our race. And, whoever labors on this edifice with usefulness and distinction, whoever clears its foundations, strengthens its pillars, adorns its entablatures, or contributes to raise its august dome still higher in the skies, connects with name and fame and character, with that which is and must be as durable as the frame of human society.

The University and the students in the Master's program are committed to strengthening the edifice of justice by casting the light of knowledge on its perfections and imperfections and causing this knowledge to improve the structure so that it may better serve those who enter. In the words of the Psalmist, "He who does justice will live on the Lord's Holy Mountain." (Ps. 15:1)

The curriculum for the Master of Science degree in the Administration of Justice is designed to meet the individual needs of students who are or intend to become justice practitioners. The interdisciplinary flexibility of the program makes it attractive also to those who may desire to teach in this discipline and to those in certain social agencies.

REQUIREMENTS

The student is recommended for the Master of Science degree in Administration of Justice upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Administration of Justice.

Program Requirements

The student must complete thirty-six (36) graduate credits of academic work distributed as follows:

- | | |
|------------------------|---|
| Justice Theory | - twelve (12) graduate credits including ADJ502 and ADJ504 |
| Justice Process | - twelve (12) graduate credits |
| Research | - HUM500 |
| Elective | - nine (9) graduate credits from any of the four (4) categories under Curriculum as outlined. |

The distribution of credits may be changed to meet specific needs of the student after consultation and approval by the student's ad hoc committee.

It is recommended that justice practitioners who are in administrative positions consider one or more of the management courses. Other courses in this category may be taken with permission of the student's ad hoc committee.

Curriculum

The curriculum is divided into four (4) parts: Justice Theory, Justice Process, Research/Special Topics, and Interdisciplinary.

Justice Theory - Required: ADJ502, ADJ504 and two (2) electives. In addition to ADJ502 and ADJ504, two (2) other courses must be chosen from the following:

- ADJ502: History and Philosophy of the Justice System
- ADJ504: Social and Ethical Issues in the Justice System
- ADJ506: Theories of Justice
- ADJ514: Law and Human Behavior
- ADJ516: Law, Liberty, and Morality
- ADJ518: Public Policy and the Justice System
- ADJ520: Theories of Punishment
- ADJ523: Literature of Incarceration
- ADJ527: Rights

Justice Process - Required: Four (4) electives. The student must choose at least four (4) courses from the following:

- ADJ501: Juvenile Justice Process
- ADJ503: Mental Health Process
- ADJ505: Constitutional Issues in Law Enforcement
- ADJ515: Contemporary Literature in the Administration of Justice
- ADJ519: Social Class and the Justice System
- ADJ521: Management Issues in Law Enforcement
- ADJ574: International Crime

Research and Special Topics - Required: HUM500

- HUM500: Research Seminar
- ADJ580-589: Special Topics and/or Seminar
- ADJ590: Thesis (equivalent to six (6) graduate credits)
- ADJ591-599: Independent Study/Research

Interdisciplinary

- MGT/ADJ509: Management of Human Resources
- MGT/ADJ555: Advanced Management and Organizational Theory
- MGT/ADJ560: Labor Relations
- HLC/ADJ573: Human Relations Laboratory I: Dynamics of Human Behavior

COURSE DESCRIPTIONS

HUM500: Research Seminar. In this course, students learn and practice research techniques required for graduate studies in the various disciplines. They study such style manuals as Turabian, MLA, and APA. They become acquainted with data base searching and with preparing and writing reports, term papers, research papers, and a thesis. **NOTE:** This course must be taken in the first year of the program.

ADJ501: Juvenile Justice Process. Students examine the legal and philosophical basis for a

separate juvenile justice process. They explore substantive law governing juvenile conduct as well as the procedures from investigation and arrest to final termination of control over the juvenile's conduct.

ADJ502: History and Philosophy of the Justice System. Students examine the historical and philosophical considerations of the development of the justice process as a mechanism of social control.

ADJ503: Mental Health Process. Students analyze the legal and philosophical basis for a separate Mental Health System and the legal limitations on such a system. Students examine the entry of the offender from the criminal justice system into the mental health system and the procedures for compelling hospitalization or treatment.

ADJ504: Social and Ethical Issues in the Justice System. Students develop an analysis of current social and ethical issues in the administration of justice.

ADJ505: Constitutional Issues in Law Enforcement. Students undertake an in-depth study of decisions by the U.S. Supreme Court and other appellate courts affecting the rights of the criminal suspect from investigation to trial.

ADJ506: Theories of Justice. Students examine the concepts and meaning of justice from the perspective of major philosophical systems.

ADJ514: Law and Human Behavior. The focus of this course is on the use and potential use of psychological research in the fact-finding process and judicial decision making in the administration of justice.

ADJ515: Contemporary Literature in the Administration of Justice. In this course, students evaluate selected research papers, articles, government publications, and books relating to the Administration of Justice.

ADJ516: Law, Liberty, and Morality. Students examine the relation of law to morality and liberty. Questions addressed include: Are there moral constraints on what can count as law? Should morality be legislated? and Under what circumstances should individual liberty give way to state interests?

ADJ518: Public Policy and the Justice System. Through case analysis and personal experimentation, the student explores elements of governmental decision making, the factors that influence those decisions, and their impact on the justice system.

ADJ519: Social Class and the Justice System. Students examine the social, cultural, and economic factors as well as the operational systems that tend to contribute to the class system in America. They go on to explore conflicts with the justice system.

ADJ520: Theories of Punishment. Students analyze the need for punishment, various methods of punishment, and methods of rehabilitation.

ADJ521: Management Issues in Law Enforcement. Students examine the issues confronting law enforcement from a management perspective, with an emphasis on structure, policies, discipline, budgetary problems, public relations, and civil liabilities.

ADJ523: Literature of Incarceration. Through reading and analysis of works of literature by and/or about prisoners, students attempt to discover what incarceration does to both the individual writer and the creative process itself. Readings may include works by Fyodor Dostoyevsky, Elie Wiesel, Brendan Behan, Daniel Berrigan, and Aleksandr Solzhenitsyn, among others.

ADJ527: Rights. Students examine the nature, content, and justification of rights and their significance to law. Reflections of contemporary theorists on rights are appraised and major human rights documents examined.

ADJ574: International Crime. Crimes that plague the world community, including present-day piracy, drug traffic, aircraft hijacking/sabotage, hostage taking, terrorism, genocide, war crimes, and the international methods available to combat such crimes, are the topics explored in this comprehensive survey course.

ADJ580-589: Special Topics and/or Seminar. Topics of interest in Justice Studies are offered on an irregular basis in both theory and process categories.

ADJ590: Thesis. The writing of the thesis, as well as the thesis topic, must be approved by the student's ad hoc committee prior to registration for ADJ 590. Students who select the thesis option will be required to defend their theses orally before appropriate faculty members.

ADJ591-599: Independent Study/Research. This research course is a directed study of independently selected topics in Administration of Justice. Proposals for topics are approved by the faculty member who will supervise the independent study, the Program Director, and the Graduate Dean.

HLC/ADJ573: Human Relations Laboratory I: Dynamics of Human Behavior. The research strongly suggests that clients are left either better or worse by counseling interventions. The variable which facilitates effective counseling seems to be whether the counselor is, in spite of his or her own woundedness, living the interpersonal relations skills at a high or low level. These skills, which include behaviors such as primary accurate empathy, immediacy, and appropriate self-disclosure, are practiced in a here-and-now environment. It is recommended that this laboratory course be taken early in the student's program. Since the course is limited to twelve participants, early registration is also recommended.

MGT/ADJ509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruiting, selection, development, utilization, and accommodation to human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

MGT/ADJ555: Advanced Management and Organizational Theory. This course is designed to prepare the student to examine the deeper structure of behavior in organizations and to apply that knowledge to designing, planning, directing, and controlling organizations. Students examine new concepts in motivation, advanced communications and management information systems, dynamics of decision making, technology and structure design, and organizational development.

MGT/ADJ560: Labor Relations. Students study collective bargaining as a dynamic, ongoing process. They develop a process model of collaborative bargaining. Special attention is given to the resolution of negotiation impasses, unfair labor practices, and employee grievances. The unique features of public and private sector bargaining are highlighted. *Prerequisite: MGT509.*

MASTER OF SCIENCE - BIOMEDICAL TECHNOLOGY AND MANAGEMENT

RATIONALE

The Master of Science program in Biomedical Technology and Management is designed to provide opportunities for students to prepare for professional careers in Medical Technology and Biotechnology. This program qualifies the student for entrance to certification examination given by the American Society for Clinical Pathologists. Satisfactory completion of the examination enables the student to become a registered Medical Technologist, MT (ASCP).

The Management segment of this program prepares the student to assume a leadership position in the Biomedical Technology field. The typical position in a laboratory not only requires undergraduate and graduate degrees in Biology or Biomedical Science but also advanced courses in management.

REQUIREMENTS

The student is recommended for the Master of Science degree in Biomedical Technology and Management upon successful completion of all requirements and an approved program of forty-seven (47) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Biomedical Technology and Management.

Acceptance into the Master of Science program in Biomedical Technology and Management is contingent upon the student's being accepted into a Medical Technology Internship at one of the University's affiliated hospitals or into an approved Medical Technology Internship at a hospital with which the University would open an affiliation. Prospective students should contact the Medical Technology program director concerning the specific requirements for admission to the Medical Technology Internship.

Program of Study

The student's program of study consists of a thirty-two (32) graduate credit Medical Technology Internship and five graduate courses (15 credits) in Management. The internship is normally begun between June and September and is completed at an affiliated hospital-based school approved by the American Society of Clinical Pathologists. Upon satisfactory completion of the internship year, the student enrolled at the University will be eligible to take the examination of the American Society of Clinical Pathologists in order to become a registered Medical Technologist, MT (ASCP).

THE BIOMEDICAL TECHNOLOGY CORE: Thirty-two (32) graduate credits

COURSE DESCRIPTIONS

MET500: Clinical Laboratory Techniques

The following courses are pursued in the laboratories of the hospitals affiliated with this University and constitute the internship portion of the Master of Science Program in Biomedical Technology and Management:

510: Clinical Microbiology. The content of this course includes a study of the relationship of bacteria and human bacterial diseases, with an emphasis on the application of procedures to medical diagnosis. Fungi, viruses, the rickettsia, and human parasites are also studied. The laboratory assignments are designed so that all students rotate through all routine areas of

clinical microbiology, parasitology, and virology. To help evaluate performance, a series of unknowns is given to the student, who must identify all organisms accurately.

520: Clinical Chemistry. The chemistry of body constituents such as minerals, carbohydrates, lipids, proteins, enzymes, vitamins, and hormones is studied, as well as the relationship of these constituents to the diagnosis of human disease. The student receives instruction in manual procedures and in automated analysis. Toxicology and therapeutic drug monitoring are also covered.

530: Immunohematology. Instruction is given in drawing and processing blood and in ascertaining blood compatibility. Donor-recipient blood reactions are studied in detail. Major topics include the development and chemical structure of blood group antigens, the correlation of physical properties of antigens and antibodies with testing procedures, the role of complement in blood banking, autoimmune status, the inheritance patterns of blood groups, Hemolytic Disease of the Newborn, transfusion reactions, and the preparation and use of blood components. The laboratory practice also emphasizes serological procedures in the diagnosis of disease. Students gain experience in the operation of the blood bank.

540: Hematology and Coagulation. The content of this course includes the morphology of the blood and blood-forming organs, and the abnormalities associated with diseases. Diagnostic procedures are emphasized. Experience is gained in the dynamics of coagulation. During the clinical laboratory rotation, the student is expected to master the routine procedures performed in hematology and to become familiar with specialized hematology procedures and automated hematology instrumentation.

550: Clinical Microscopy. The content of this course includes lectures on and laboratory practice in the microscopy of body fluids. Topics covered include the anatomy and physiology of the kidney, the formation and composition of urine, urine chemistry procedures, and the appearance of normal and abnormal urine sediments.

560: Medical Technology Hospital Elective. This course is an introduction to pathology. Students explore the correlation between pathological processes and clinical symptoms, and they study the courses of disease. **NOTE:** This course may not be offered by all affiliated hospitals.

THE MANAGEMENT CORE: Fifteen (15) graduate credits are required in MGT 500, 501, 509, 540 and either MGT 526, 530, or 561.

COURSE DESCRIPTIONS

MGT500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. **NOTE:** This course must be taken in the first year of graduate studies.

MGT501: Organizational Theory and Behavior. In this course, students address the application of organizational theory to management functions. In addition, they consider the integration of the individual into the organization, and they examine the human factor in organizational dynamics.

MGT509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruiting, selection, development, utilization, and accommodation to human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

MGT526: Financial Accounting. In this course, students are introduced to the theory and practice of accounting, including the basic accounting equation, the accounting cycle, the preparation of financial statements, and an analysis of these statements based upon an understanding of generally accepted accounting principles.

MGT530: Marketing Management. Students survey the role of marketing in business and in society. Topics studied are consumer behavior, market segments, product positioning, new product development and policy, pricing, distribution, advertising, and sales management. Background material enhances case analysis in weighing marketing factors in management.

MGT540: Ethics for Managers: Theory and Practice. Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

MGT561: Financial Management. Students become acquainted with the tools and instruments financial managers employ in providing a financial program for current operations and long-term needs. Emphasis is placed on current practice in industry, including health care facilities. To this end, the investment, financing, and evaluation decisions of various economic units are investigated. The objective is to show the application of finance theory to current management issues. *Prerequisite: MGT526.*

MASTER OF SCIENCE - MATHEMATICAL SCIENCES

RATIONALE

The program leading to a Master of Science degree in Mathematical Sciences is quite flexible and provides interested students with the opportunity to learn and apply relevant and useful mathematics. The program is interdisciplinary in order that students can apply their mathematical methodologies to investigate applications in areas such as life sciences, information sciences, economics, management, and other disciplines. To facilitate the interdisciplinary intent of this program, the only required mathematics background for students whose undergraduate degree is not in mathematics is completion of a standard calculus sequence.

REQUIREMENTS

The student is recommended for the Master of Science Program in Mathematical Sciences upon successful completion of all requirements and an approved program of a minimum of thirty-two (32) hours of graduate credit. The student may elect to write a master's thesis on a topic of his or her interest, applying mathematical methodologies to model a specific problem under the supervision of a faculty member. The student will defend the thesis before an ad hoc committee and will be given up to six (6) hours of graduate credit. The non-thesis option student must appear before the ad hoc committee to be questioned on the overall objective of the program of study. When the student has satisfactorily completed the degree requirements, the ad hoc committee will recommend the conferring of the Master of Science degree in Mathematical Sciences.

Undergraduate prerequisite courses in calculus may be taken at Salve Regina University or at another institution of higher education.

PROGRAM OF STUDY

The student's program of study will consist of eight (8) required courses, two (2) hours of graduate seminar, and a minimum of two (2) elective courses in a selected area of application: Administration of Justice, Biomedical Technology, Management, Finance, Information Systems Science, Statistics, Education, or Health Services Administration. Students may elect the thesis or non-thesis option. Students selecting the thesis option would take MTH590 Master's Thesis as one of their elective courses.

Required Courses

MTH514: Applied Differential Equations I
MTH515: Applied Differential Equations II
MTH521: Numerical Analysis I
MTH522: Numerical Analysis II
MTH531: Applied Mathematical Methods I
MTH532: Applied Mathematical Methods II
MTH580-589: Mathematical Sciences Seminar
STA510: Mathematical Statistics I
STA511: Mathematical Statistics II

Electives

Two electives in the student's applications area are selected in conjunction with the student's ad hoc committee.

MTH510: Graph Theory

MTH511: Real Analysis I
 MTH512: Real Analysis II
 MTH590: Master's Thesis
 MTH591-599: Independent Study
 STA512: Applied Statistics I
 STA513: Applied Statistics II
 ISS501: Structured Systems Analysis and Design
 ISS533: Knowledge-Based Systems
 EDC500: Introductory Research Seminar
 EDC504: Teaching and Learning Strategies: State of the Art
 MGT500: Business Research Methods
 MGT501: Organizational Theory and Behavior
 HUM/HSA500: Research Seminar
 HSA512: Management Information Systems

Other electives may be determined according to the student's interest.

COURSE DESCRIPTIONS

MTH510: Graph Theory. Students study the fundamental concepts and results of graph theory and combinatorial mathematics, with emphasis on applications and computer implementations. *Prerequisite: MTH200 and 211.*

MTH511,512: Real Analysis I,II. In this course students study such topics as real numbers, metric spaces, convergent sequences, Cauchy sequences, continuous mappings, complete spaces, Banach spaces, linear transformations and their norms, Lebesgue integral, and Hilbert spaces. *Prerequisite: MTH204 and 211.*

MTH514,515: Applied Differential Equations I, II. Students study the theory and application of first order linear and nonlinear differential equations, existence and uniqueness of solutions, properties of solutions, higher order linear differential equations, linear systems, stability, and the Sturm-Liouville method. *Prerequisite: MTH202.*

MTH521,522: Numerical Analysis I, II. Students investigate the application of computer techniques to such problems as interpolation, quadrature, finite differences, and numerical solutions of algebraic and transcendental equations. Students also investigate iterative solutions of nonlinear equations, approximation methods, convergence, accuracy, and round-off error. *Prerequisite: MTH202 and CSC223 (or equivalent).*

MTH531,532: Applied Mathematical Methods I, II. The purpose of this course is to help students understand a wide variety of phenomena using mathematics. Students study Fourier series, partial differential equations, and the calculus of variations. They also investigate the application and usefulness of mathematical models to solve problems in the life sciences, engineering, and economics. *Prerequisite: MTH204.*

MTH580-589: Mathematical Sciences Seminar (2 graduate credits). A faculty member directs this seminar in which students participate in presentations of research papers and discussions on the philosophy of mathematical thinking. *Prerequisite: Permission of Program Director.*

MTH590: Master's Thesis (3-6 graduate credits). Students electing the thesis option register for this course. The student examines and reports on a topic of his or her interest under the supervision of a faculty member. The student defends the thesis before his or her ad hoc committee.

MTH591-599: Independent Study. This research course is a directed study of independently selected topics in the mathematical sciences. Proposals for topics are approved by the faculty member who will supervise the independent study, the Program Director, and the Graduate Dean.

STA510: Mathematical Statistics I. The course content includes axioms of probability, random variables, classical probability distribution moments and moment generating functions, modes of convergence, limit theory for sums of independent random variables, and derived probability distributions. *Prerequisite: MTH191, 192 or MTH201, 202 or equivalent.*

STA511: Mathematical Statistics II. The course content includes derived sample probability distributions, point and interval estimations, hypothesis testing, and statistical decision theory. *Prerequisite: STA510.*

STA512: Applied Statistics I. The course content includes statistical analysis and interpretation of data-estimations analysis, hypothesis testing, decision analysis, and analysis of categorical data. Emphasis is on utilization of real-life data and the use of package programs. *Prerequisite: Introductory course in statistics, some knowledge of the use of package programs, or permission of instructor.*

STA513: Applied Statistics II. The course content includes regression analysis, analysis of variance (ANOVA), and discriminant analysis. Emphasis is on statistical model designs and testing of real-life data. Students also implement software statistical packages. *Prerequisite: STA512.*

ISS501: Structured Systems Analysis and Design. Students examine the elements of structured systems analysis and design and the system life-cycle method for developing and implementing computer-based information systems. The course includes the following topics: data-gathering and analysis techniques, prototyping, problem decomposition, project management, and human factors in implementing automated systems. *Prerequisite: Familiarity with business computer systems. (Prerequisite may be satisfied by ISS101).*

ISS533: Knowledge-Based Systems. In this course the student examines the fundamentals of knowledge acquisition and presentation. Questions about the development of both large and personal computer-based systems are addressed. The student is required to develop a PC-based expert system application as part of the course. *Prerequisite: ISS510.*

EDC500: Introductory Research Seminar. This seminar provides a structured and supportive environment through which beginning students in the Master of Education program become familiar with the research process, sources, and tools, in relation to a clearly stated research problem significant in education and significant to school settings. Since the course requires a semester-long research project with relevance to schools, students should select a meaningful problem of practical value before the first meeting of the course. **NOTE:** This course must be taken as the first course in the program and is a prerequisite to all other courses.

EDC504: Teaching and Learning Strategies: State of the Art. This course is designed to present contemporary research on learning styles and teaching strategies with a practical application to classroom situations. Learning styles include study of hemisphericity, the modalities, mind styles, problem-solving techniques, and analysis of other learning style inventories and elements. Teaching strategies include the study and application of cooperative learning, effective processing of information, reflective teaching, critical thinking skills, and instructional approaches for self-directed student learning.

MGT500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. **NOTE:** This course must be taken in the first year of graduate studies.

MGT501: Organizational Theory and Behavior. This course addresses the application of organizational theory to management functions. The integration of the individual into the organization and the examination of the human factor in organizational dynamics are discussed.

HUM/HSA500: Research Seminar. In this course, students learn and practice research techniques required for graduate studies in the various disciplines. They study such style manuals as Turabian, MLA, and APA. They become acquainted with data base searching and with preparing and writing reports, term papers, research papers, and a thesis. **NOTE:** This course must be taken in the first year of the program.

HSA512: Management Information Systems. The student is introduced to the computer and to microprocessing both as management and research tools. The uses as well as limitations of the computer are examined. Topics include the use of computers as a device for financial and inventory control, personnel administration, and functions relating to payroll, planning, and patient care. Current issues in the design of control systems both for the administration of institutions and for managing patterns of patient care are also included.

DOCTOR OF PHILOSOPHY - HUMANITIES

RATIONALE

The last half of the twentieth century is perhaps the most complicated era in history, partly because of the explosion of knowledge and information. This immense body of new knowledge and information has led to increased specialization in almost every area of human endeavor.

Society's progress toward specialization has resulted in the information explosion that scholars describe as the distinguishing characteristic of the second half of the twentieth century. The information and knowledge spawned has provided the foundation for remarkable advances in the understanding of specific subjects, in designs, and in technologies that have the potential to benefit the world's populations. However, information-fueled specialization has also led to a dual separation: first, the separation of one category of information from another, and second, the separation of people laboring within these separate spheres. Ultimately, specialization can lead to the separation of the person from the results of his or her activity, a process which has come to be known as dehumanization. Well-informed specialization will continue to lead to the polarity of more spectacular technological progress and to increased alienation of individuals and groups from society.

The major problem to be resolved in the next century is the reconciliation of this polarity. Scholars are keenly aware that information and knowledge must be integrated in the "whole" personality. Society must affirm the value of individuals and groups, while it continues to do more, for more people, more rapidly. The University developed the doctoral program in the Humanities as a means of enabling students and faculty to make a serious contribution to the resolution of this challenge of the twenty-first century.

The study of the Humanities involves the pursuit of that knowledge and those outcomes which enhance human existence. The program provides educational opportunities through which individuals explore the subject of how best to be human in the technological age. In this doctoral program, the wisdom of philosophy and religion are pressed into service as a base from which to approach an understanding of the technological age. The focus of the program is the humanization of the technological person.

Students with a "specialized" or "professional" bachelor's and/or master's degree are encouraged to apply for study in the program.

REQUIREMENTS

General Requirements

Research Activity

Integral to the Humanities Doctoral Curriculum are the research activities leading to the dissertation research, HUM 690. The doctoral course work provides educational opportunities through which students demonstrate their skills in independent advanced research. Students may be required to begin their studies with HUM500 Research Seminar.

Research Tools

While progressing through the curriculum, the doctoral student must demonstrate proficiency in the use of research tools and methodologies. A reading knowledge of a foreign language and

comprehensive computer research literacy are required and must be demonstrated prior to taking the comprehensive examination.

Research Methodologies

The progression through course work for the Master's degree, for the Humanities core, and for the electives provide opportunities for students to develop and demonstrate an advanced level of problem solving and competency with academic methodologies.

Required Reading Lists for Comprehensive Examinations

Upon admission to the Ph.D. program, the student receives a reading list and is required to read all that pertains to the selected area of concentration, as well as works suggested by instructors and the student's ad hoc committee.

A second list of works, drawn up by the student, should include texts that may eventually be used as some of the research material for the dissertation. This list is to be approved by the student's ad hoc committee. When the eligible student completes the readings and is prepared to take the comprehensive examination, it is administered.

Comprehensive Examination

This formal comprehensive examination is taken after the satisfactory completion of course work and satisfactory demonstration of meeting the language and computer research requirements. Successful completion of the comprehensive examination is required for Ph.D. candidacy status and will entitle the student to the Certificate of Advanced Graduate Study.

Time Allowed for Completion

The time allowed to complete the Ph.D. program is seven (7) years. The dissertation must be submitted not later than five (5) years after the satisfactory completion of all other requirements.

Maintaining Ph.D. Candidacy Status

After satisfactorily completing the comprehensive examination, to maintain that status while working on the dissertation, the student MUST register each semester for dissertation research, HUM690, until the dissertation has been approved and accepted or the time allowed for completion expires.

Specific Requirements

There are five (5) interrelated components of the Humanities Doctoral Curriculum:

Components

Graduate Credits

Master's Degree Course Work	30 - 36
Core Humanities Course Work	21
Elective Course Work	18
Dissertation Research	15 - 21
Scholarly Involvement	

Master's Degree Course Work 30 - 36 Graduate Credits

Students with an earned Master's degree are normally eligible for admission. The applicant's previous Master's degree graduate course work is evaluated by the Program Director. Up to thirty (30) graduate credits may be accepted toward the minimum of the ninety (90) graduate credit doctoral requirement.

Students admitted to the doctoral program who have not earned a Master's degree must earn this degree in one of the graduate programs offered by the University. The student's choice of program and course work in that graduate program is determined at a meeting between the student and the Director of the Doctoral Program.

Core Humanities Course Work 21 Graduate Credits

There are seven (7) required Core Humanities courses. These courses, which form the heart of the program, are rooted in humanistic research.

Elective Course Work 18 Graduate Credits

In addition to the Master's degree course work and the Core Humanities course work, students must complete eighteen (18) hours of elective graduate credits, twelve (12) of which must be selected from an area of concentration.

These elective courses are chosen from the graduate courses approved by the Program Director and the student's ad hoc committee. Four (4) of the electives must be taken in an area of concentration that is not the area of the student's earned Master's degree. The concentration programs available as possible student choices are Accounting, Administration of Justice, Health Services Administration, Information Systems Science, Humanities, International Relations, Management, and Education.

Dissertation Research 15 - 21 Graduate Credits

The student requests approval of a dissertation topic. The work on the dissertation takes place under the guidance of the ad hoc committee. The accepted dissertation should represent an independent contribution of the candidate and should be of scholarly quality. At the completion of the work, the student submits a written formal dissertation, which is defended at a public oral examination. The dissertation will be formally presented to the University faculty and students in a public session and produced according to the policies, standards, and guidelines of the University.

Scholarly Involvement

In order to achieve the stated goals of the program, the doctoral student is expected to interact with a network of scholars and institutions. Specific activities developed by graduate faculty and students provide opportunities for academic exchange above and beyond classroom activity.

CORE COURSE DESCRIPTIONS

HUM600: Philosophical Perspectives on the Information Age. This course provides opportunities for the student to investigate technology as the organization and institutionalization of knowledge for practical purposes and to assess its impact on that wisdom which has served as a stabilizing rudder throughout history.

HUM601: The Theological Foundations of Society. In this course students research and discuss the manner in which religious systems have determined the basic structures of societies in history. The evolution of a given society always proceeds from a theological/philosophical base, regardless of

how that society is articulated in secular terms. The role of religion-as-ideology and ideology-as-religion is examined in such states as Iran and the Soviet Union.

HUM602: Social and Strategic Management. Social and organizational complexity have increased exponentially due to technological advances. The modern CEO must be a person who can attain his strategic goals without causing alienation in the workplace. Student and faculty explore possibilities through experiential modalities for moving toward that realization by encouraging the development of the contemplative executive.

HUM603: Social Transformation Through Art. In this course, students examine social change as reflected in and caused by the imagery of art. Students familiarize themselves with new ideas associated with semiotics, hermeneutics, reception theory, structuralism and deconstruction.

HUM604: Ethics and Modern Technology. Students look critically at the implications of selected technological developments that drive, and are driven by, economic interests. Ways in which ethics can contribute to the humanization of this technology are explored.

HUM605: Modern Literature and the Human Condition. Faculty and students explore the theme of the human condition as it has been dealt with by a multicultural selection of modern writers. The study is not limited to a particular genre but rather considers this theme as treated in poetry, drama, and the novel.

HUM606: Technology and the Human Condition. This is a capstone course in which students and teachers explore the development of the human condition in relation to the development of technology.

Research Course

HUM690: Dissertation and Continued Matriculation.

MASTER OF ARTS - HUMAN RESOURCE MANAGEMENT

RATIONALE

The program is designed to provide a new approach to leadership and management education. In recognition of the fact that many of the problems encountered in organizational settings involve complex human behavior, the program provides a new approach to the study of human behavior. The program is designed to provide a new approach to the study of human behavior, which is the foundation of all management practice. The program is designed to provide a new approach to the study of human behavior, which is the foundation of all management practice. The program is designed to provide a new approach to the study of human behavior, which is the foundation of all management practice.

ELIGIBILITY

The student is recommended for the Master of Arts degree in Human Resource Management upon successful completion of all requirements and an approved program of study. The student must have completed a minimum of 30 credit hours in the field of Human Resource Management. The student must have completed a minimum of 30 credit hours in the field of Human Resource Management. The student must have completed a minimum of 30 credit hours in the field of Human Resource Management.

The student's program of study for the Master of Arts in Human Resource Management consists of thirty-six (36) graduate credits taken from the Management and Human Resource Management courses.

Required Courses

The student is required to complete the following courses:

- MG 501: Human Resource Management
- MG 502: Organizational Theory and Behavior
- MG 503: Law and Business Organizations
- MG 504: Management of Human Resources
- MG 505: Ethics for Managers: Theory and Practice
- MG 506: Human Resource Systems

BUSINESS

Prerequisites

In addition to the 36 credit hours required for the Master of Arts degree in Human Resource Management, the student must complete a minimum of 30 credit hours in the field of Business. The student must complete a minimum of 30 credit hours in the field of Business. The student must complete a minimum of 30 credit hours in the field of Business.

Management and Human Resource Management

The student must complete the following courses from the Management and Human Resource Management courses:

- MG 501: Principles of Management
- MG 502: Financial Accounting
- MG 503: Marketing Management
- MG 504: Advanced Management and Organizational Theory
- MG 505: Strategic Management and Business Policy
- MG 506: Special Topics
- MG 507: Management Systems/Concepts
- MG 508: Social Psychology
- MG 509: Psychology of Group Processes

MASTER OF ARTS - HUMAN RESOURCE MANAGEMENT

RATIONALE

This program is designed to provide a new approach to leadership and managerial education. In recognition of the fact that many of the problems encountered in organizational settings revolve around the interaction of people, this curriculum provides the student with insight and education in human development, social values, ethics, and behavioral dynamics and their relationship to the management process. This program is recommended particularly for those students interested in human resource management or for those who are working in not-for-profit organizations.

REQUIREMENTS

The student is recommended for the Master of Arts degree in Human Resource Management upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in Human Resource Management.

The student's program of study for the Master of Arts in Human Resource Management consists of thirty-six (36) graduate credits taken from the Management and Holistic Counseling curricula.

Required Courses

The seven (7) required Management courses are:

- MGT500: Business Research Methods
- MGT501: Organizational Theory and Behavior
- MGT503: Law and Business Organizations
- MGT509: Management of Human Resources
- MGT540: Ethics for Managers: Theory and Practice
- MGT568: Human Relations Seminar

Electives

In addition to the twenty-one (21) graduate credits required in Management courses, the student is required to earn fifteen (15) graduate credits chosen in consultation with the student's ad hoc committee.

Management and Holistic Counseling Electives

The student must select two (2) courses from the courses listed below for a total of six (6) graduate credits.

- MGT518: Principles of Economics
- MGT526: Financial Accounting
- MGT530: Marketing Management
- MGT555: Advanced Management and Organizational Theory
- MGT575: Strategic Management and Business Policy
- MGT580: Special Topics
- MGT591: Independent Study/Research
- HLC529: Social Psychology
- HLC532: Psychology of Group Processes

Holistic Counseling Electives

The student must select three (3) courses from this category for a total of nine (9) graduate credits. Please consult the Holistic Counseling program section of the University catalog for courses and descriptions.

COURSE DESCRIPTIONS

MGT500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. **NOTE:** This course must be taken in the first year of graduate studies.

MGT501: Organizational Theory and Behavior. This course addresses the application of organizational theory to management functions. The integration of the individual into the organization and the examination of the human factor in organizational dynamics are discussed.

MGT503: Law and Business Organizations. Course content concentrates on the legal aspects of business organizations. The laws controlling agency, partnerships, and corporations are examined. Emphasis is on the rights, duties, and liabilities surrounding principal, agent, partner, shareholder, officer, and director.

MGT509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruiting, selection, development, utilization, and accommodation to human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

MGT518: Principles of Economics. This course provides a survey of micro and macroeconomic theory with an emphasis on material vital to managerial decision making. Consideration is given to the economic behavior of firms, in particular price theory, production theory, and the analytics of economic analysis. The determination of national income, monetary and fiscal policy, and international trade are topics addressed.

MGT526: Financial Accounting. In this course, students are introduced to the theory and practice of accounting, including the basic accounting equation, the accounting cycle, the preparation of financial statements, and an analysis of these statements based upon an understanding of generally accepted accounting principles.

HLC529: Social Psychology. This course enables students to consider social psychological approaches to understanding human behavior. Attention is given to such topics as attitude formation and change, illusory thinking, conformity, persuasion, group influence, aggression, altruism, prejudice, attraction, and conflict.

MGT530: Marketing Management. Students survey the role of marketing in business and in society. Topics studied are consumer behavior, market segments, product positioning, new product development and policy, pricing, distributing, advertising, and sales management. Background material enhances case analysis in weighing marketing factors in management.

HLC532: Psychology of Group Processes. Students explore the various dimensions of the group process. In keeping with the theme of self-realization that characterizes this graduate program, students explore their ability to function in groups in the light of their personal history in groups. Personal strengths for leadership in one's professional setting are studied. The uses of art and movement are used as tools for facilitating group process.

MGT540: Ethics for Managers: Theory and Practice. Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

MGT555: Advanced Management and Organizational Theory. This course is designed to help the student examine the deeper structure of behavior in organizations and to apply that knowledge to designing, planning, directing, and controlling organizations. Students examine new concepts in motivation, advanced communications and management information systems, dynamics of decision making, technology and structure design, and organizational development.

MGT560: Labor Relations. Students study collective bargaining as a dynamic, on-going process. A process model of collective bargaining is developed. Special attention is given to the resolution of negotiation impasses, unfair labor practices, and employee grievances. The unique features of bargaining in the public and private sectors are highlighted. *Prerequisite: MGT509.*

MGT568: Human Relations Seminar. This seminar provides a forum for integrating into a personal framework the major organizational theories of management for any complex organization. Students have the opportunity to learn the importance of human problems to managers in terms of decision making, efficiency, and effectiveness.

MGT575: Strategic Management and Business Policy. This capstone course enables students to concentrate on the determination and implementation of corporate strategy. The student takes the point of view of a senior executive who must integrate the activities of marketing, finance, production, and research and development. Major topics are the determination of corporate strategy and the relationship between a firm's economic strategy and the personal values of senior executives. *Prerequisite: MGT561.*

MGT580: Special Topics. Students are provided with an opportunity to explore topics of special interest related to Management.

MGT591: Independent Study/Research. This research course is a directed study of independently selected topics in Management. Proposals for topics are approved by the faculty member who will supervise the independent study, the Program Director, and the Graduate Dean.

MASTER OF SCIENCE - ACCOUNTING

RATIONALE

This forty-eight (48) graduate credit program with a specialization in Accounting is designed to provide the required courses, as well as the analytical skill necessary for entry into the accounting profession. The study of accounting is the study of a language, of concepts, and of procedures. The study of concepts develops an understanding of procedures, and the performance of procedures enriches an understanding of the concepts. Accountants must act as well as think. They can account for events and phenomena best if they fully understand the nature of the phenomena and comprehend the economic consequences of the events.

This program is taught by certified public accountants who have advanced graduate degrees as well as the required years of actual full-time work experience in public accounting. Satisfactory completion of the required accounting courses provides eligibility to sit for the National Certified Public Accounting (CPA) and Certified Management Accounting (CMA) examinations.

Integration of this core of specialization with various graduate Management, Information Systems, or Economics offerings provides substance with diversity.

REQUIREMENTS

The student is recommended for the Master of Science degree in Accounting upon successful completion of all requirements and an approved program of forty-eight (48) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Accounting.

The student's program of study consists of sixteen (16) courses across an Accounting Core and a Business Core as follows:

Accounting Core: The student completes ten (10) required courses in Accounting.

Business Core: The student completes six (6) courses in Management, MGT500 Business Research Methods, MGT503 Law and Business Organizations, MGT504 Law and Financial Transactions, and MGT540 Ethics for Managers, and any two (2) other Management, Information Systems, or Economics courses, based on individual counseling and individual goals.

COURSE DESCRIPTIONS

ACC501: Intermediate Accounting I. The course topics are generally accepted accounting principles and an in-depth study of financial statements. *Prerequisite: Accounting Principles I, II.*

ACC502: Intermediate Accounting II. The course topics are more difficult problems in specialized areas such as stockholders' equity and earnings per share. *Prerequisite: ACC501.*

ACC503: Intermediate Accounting III. Content of the course includes statement of cash flow, deferred taxes and pensions, and leases. *Prerequisite: ACC502.*

ACC510: Cost/Managerial Accounting I. Content covers accounting data as measurement of managerial performance and future planning. Instruction emphasizes basic concepts involving cost accumulation and cost for planning and control. *Prerequisite: Accounting Principles I, II.*

ACC511: Cost/Managerial Accounting II. Topics include cost-volume, profit analysis, responsibility accounting, control and evaluation, with emphasis on decision models using accounting information. *Prerequisite: ACC510.*

ACC520: Federal Taxation I. Topics include the tax laws and rationale affecting the federal taxation of individuals, as well as an introduction to research in taxation. *Prerequisite: Accounting Principles I, II.*

ACC521: Federal Taxation II. Topics include tax law and its effect on business decisions, corporations, specially taxed corporations, and partnerships. Research in tax law is explored further. *Prerequisite: ACC520.*

ACC530: Advanced Accounting. Course content includes principles and practices of fund accounting as it applies to municipalities, educational institutions, hospitals, and similar organizations. The preparation of financial statements for partnerships and consolidated groups of controlled corporations is of major importance. *Prerequisite: ACC503.*

ACC540: Auditing. Auditing standards, procedures, programs, working papers, internal control, audit objectives, and current auditing topics are among the topics considered in this course. *Prerequisite: ACC502.*

ACC550: Current Accounting Theory. Students examine accounting theory and practice, with an emphasis on financial accounting and managerial accounting. *Prerequisite: ACC530.*

MGT500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. **NOTE:** This course must be taken in the first year of graduate studies.

MGT503: Law and Business Organizations. Course content concentrates on the legal aspects of business organizations. The laws controlling agency, partnerships, and corporations are examined. Emphasis is on the rights, duties, and liabilities surrounding principal, agent, partner, shareholder, officer, and director.

MGT504: Law of Financial Transactions. This course exposes the student to a survey of the law of contracts, personal property, bailments, bankruptcy, commercial paper, and secured transactions. *Prerequisite: MGT503.*

MGT540: Ethics for Managers: Theory and Practice. Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

COMBINED BACHELOR'S AND MASTER'S DEGREE IN ACCOUNTING

Salve Regina University has a program of accelerated study leading to both the Bachelor's and the Master's degree in Accounting. This program has been instituted to encourage highly motivated undergraduate students to pursue an advanced graduate degree as well as to conform to the AICPA's recommendation that all individuals complete a minimum of one hundred and fifty (150) credit hours for admission to membership in the Institute.

In order to meet both undergraduate and graduate requirements, students must take a minimum of sixteen (16) credits for the first two semesters of their undergraduate work, eighteen (18) credits in each of the following six semesters, and twelve (12) graduate credits in each trimester of the fifth year. The total credits are one hundred twenty-eight (128) for the Bachelor's degree and forty-five (45) for the Master's degree. A student who pursues the suggested plan of study will complete the undergraduate requirements and one-fifth of the graduate course work at the end of the fourth year.

In the first semester of the senior year, the student files an application for Graduate Studies and makes arrangements to take the Miller Analogies Test (MAT), which is offered at the University on a regular basis. Two letters of recommendation should be submitted by those in a position to attest to the student's character and potential for doing graduate level work.

After receipt of the application, letters of recommendation, and results of the MAT, the student will be interviewed by an ad hoc committee composed of Accounting faculty and administration. Upon the favorable recommendations of this committee, the student becomes a provisional graduate student in the second semester of the senior year.

The student may be recommended for full matriculation as a graduate student after receipt of the baccalaureate degree. The recommendation and final approval by the Dean of Graduate Studies should be made before the start of the fifth year.

MASTER OF SCIENCE - INFORMATION SYSTEMS SCIENCE

RATIONALE

The Master of Science program in Information Systems Science provides learning opportunities for students interested in acquiring an understanding of current and evolving information systems technology, its impact on organizations and society, and its ethical use in achieving organizational objectives. The program prepares students with little prior information systems knowledge for entry into the field in technical, managerial, or sales/marketing positions and for advancement to positions of responsibility. The MS/ISS curriculum is developed in consonance with recommendations of the ISS Industry Advisory Council, a group of Rhode Island information systems executives.

REQUIREMENTS

The student is recommended for the Master of Science in Information Systems Science upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Information Systems Science.

Students entering the program with no prior ISS academic credits or work experience in information systems must take the twelve (12) core courses to complete the requirements. Electives are available only to students qualifying for exemption from one or more core courses.

Required Courses

MGT/ISS500: Business Research Methods
MGT/ISS540: Ethics for Managers: Theory and Practice
ISS501: Structured Systems Analysis and Design * Note (1)
ISS502: Advanced Application Programming * Note (2)
ISS510: Database Management Systems
ISS520: Database Application Development
ISS522: Management Structures
ISS530: Operating Systems
ISS532: Distributed Data Processing, Networks, and Telecommunications
ISS533: Knowledge-Based Systems
ISS540: Decision Support Systems
ISS550: Information Resource Management

Note (1) Students who can document six (6) or more academic credits in systems analysis and design or who are currently employed in responsible computer related systems analysis and design positions may petition to substitute an elective for ISS501.

Note (2) Students who can document six (6) or more academic credits in a structured third generation language may petition to substitute an elective for ISS502.

Electives available are:

ISS531: Computer Integrated Manufacturing
ISS541: Advanced Systems Analysis and Design
ISS542: Software Project Management
ISS580-589: Special Topics

COURSE DESCRIPTIONS

MGT/ISS500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings.

MGT/ISS540: Ethics for Managers: Theory and Practice. Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

ISS501: Structured Systems Analysis and Design. Students examine the elements of structured systems analysis and design and the system life-cycle method for developing and implementing computer-based information systems. The course includes the following topics: data gathering and analysis techniques, prototyping, problem decomposition, project management, and human factors in implementing automated systems. *Prerequisite: Familiarity with business computer systems. (Prerequisite may be satisfied by ISS101).*

ISS502: Advanced Application Programming. In this course, students are required to develop, code, test, and implement an application system. *Emphasis is given to structured programming techniques, data structures, the user interface, and file processing techniques. Prerequisite: Three (3) credits of C at the undergraduate level or permission of the instructor.*

ISS510: Database Management Systems. The student has an opportunity to learn the theoretical basis for database management systems and develops practical working knowledge of a selected database management system. Emphasis is placed on the relational model. *Prerequisite: ISS501 or ISS502 or permission of the instructor.*

ISS520: Database Application Development. The student uses contemporary software tools to develop a significant application in the database environment. The development encompasses design through implementation stages of the systems development cycle.

ISS522: Management Structures. Students examine the interactions between information systems technology and the structure of organizations, particularly the impact that interactive access to information has had on traditional hierarchical structures and the additional alternative structures facilitated by information technology. The systems approach to understanding organizations is emphasized. *Prerequisite: MGT500.*

ISS530: Operating Systems. Operating system concepts and design and how they relate to the coordinated functioning of a computer are the chief topics covered in the course. Specific topics include scheduling, memory management, data management, trends and alternatives in operating system design. *Prerequisite: ISS502.*

ISS531: Computer Integrated Manufacturing. Forecasting, scheduling, inventory and accounting systems are the baseline from which the following topics are explored: manufacturing operations, networking, robotics, integrated systems, user ergonomics, computer economics, and the world network. *Prerequisite: ISS501.*

ISS532: Distributed Data Processing, Networks, and Telecommunications. Distributed data processing, local area networks (LAN), data communications, and network administration as applied to integrated voice/data networks are topics treated in this course. *Prerequisite: ISS501.*

ISS533: Knowledge-Based Systems. In this course the student examines the fundamentals of knowledge acquisition and presentation. Questions about the development of both large and personal computer-based systems are addressed. The student is required to develop a PC-based expert system application as part of the course. *Prerequisite: ISS510.*

ISS540: Decision Support Systems. Decision Support Systems, especially their feasibility and implementation in the functional area of a business entity and in strategic business planning, are the main topics covered in this course. *Prerequisite: ISS501.*

ISS541: Advanced Systems Analysis and Design. The student examines the latest developments in the theory and practice of systems analysis and design. Topics include the fundamentals of requirements analysis, a comparison of process-oriented, data-oriented, and object-oriented approaches, real-time design considerations, and the application of computer-aided software engineering (CASE) products to the analysis and design process. *Prerequisite: ISS501 or equivalent.*

ISS542: Software Project Management. The student applies the principles of project management to the software-development life cycle. Topics include personnel management in the project environment, cost estimation, productivity and quality metrics, resource management within the life cycle, software quality assurance techniques, software testing fundamentals, and software configuration management. *Prerequisite: ISS541.*

ISS550: Information Resource Management. In this course, the student examines the importance of information as a resource for the survival and growth of a modern organization. The perspective taken is that of the Chief Information Officer. Topics covered include strategic implications of information, the role of information in supporting organizational goals, and the long-range planning process. This is the capstone course for ISS students and must be taken in the last Spring trimester of the student's program.

ISS580-589: Special Topics. These courses provide a structure to use for the special talents of visiting faculty, to offer subjects of timely interest to special groups of students, and to keep the curriculum in step with the rapid change of information systems technology. The course content varies with each offering.

MASTER OF SCIENCE - STATISTICS

RATIONALE

Some persons regard statistics as a subset of mathematics. However, the modern consensus of science is that such a view is much too narrow. It is true that the basis for all but descriptive statistics is the study of probability, and the wide utility of probability or stochastic models is now well recognized. Their use has revolutionized areas of science, engineering, business, and medicine.

Some scientists and engineers have said that statistics is more important in their work than calculus. This is surely true in most fields of science. Statistics has come of age in this century as a discipline of its own--separate from mathematics.

REQUIREMENTS

The student is recommended for the Master of Science degree in Statistics upon successful completion of all requirements and an approved program of at least thirty-two (32) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Statistics.

Program of Study

A core of four (4) courses is required of all students as follows:

- STA510: Mathematical Statistics I
- STA511: Mathematical Statistics II
- STA512: Applied Statistics I
- STA513: Applied Statistics II

The student, based on the interdisciplinary philosophy of the program, must select one of the following specialties:

- Statistics
- Statistics/Education
- Statistics/Health Services Administration
- Statistics/Information Systems Science
- Statistics/Management

A student, consistent with his or her professional interests, may request that the ad hoc committee structure a different program from those listed above. The structure of this new program must be approved by the Program Director. The student's ad hoc committee may select other graduate courses that are more appropriate for the student's program.

Examinations and Thesis Requirements

Candidates for the Master of Science degree in Statistics will be required to complete a thesis in conjunction with the six-credit-hour thesis course, STA590. The thesis may be a monograph, the content of which is drawn from recent research papers in an area of statistics or probability that is of interest to the student, or a technical report on a data analysis/statistical computing project which the student has undertaken with faculty supervision. The thesis will reflect the scientific and technical communications skills that a graduate of the program will require in further graduate study or in a position as a statistician in industry or in government. The student will be required to

defend the thesis before the ad hoc committee and be questioned on the broad spectrum of statistical methodologies consistent with the student's program.

Non-Thesis Option

A student may elect to take a non-thesis option program by taking six (6) graduate credit hours of course work approved by the student's ad hoc committee. Upon completion of all course work, the student is required to take a written or oral examination on statistical analysis and methods, administered by the ad hoc committee.

CORE COURSE DESCRIPTIONS

STA510: Mathematical Statistics I. The course content includes axioms of probability, random variables, classical probability distribution moments and moment generating functions, modes of convergence, limit theory for sums of independent random variables, and derived probability distributions. *Prerequisite: MTH191, 192 or MTH201, 202 or equivalent.*

STA511: Mathematical Statistics II. The course content includes derived sample probability distributions, point and interval estimations, hypothesis testing, and statistical decision theory. *Prerequisite: STA510.*

STA512: Applied Statistics I. The course content includes statistical analysis and interpretation of data-estimations analysis, hypothesis testing, decision analysis, and analysis of categorical data. Emphasis is on utilization of real-life data and the use of package programs. *Prerequisite: Introductory course in statistics, some knowledge of the use of package programs, or permission of instructor.*

STA513: Applied Statistics II. The course content includes regression analysis of variance (ANOVA), and discriminant analysis. Emphasis is on statistical model designs and testing of real-life data. Students also implement software statistical packages. *Prerequisite: STA512.*

Seminar, Thesis, and Independent Study

STA580-589: Seminar (2 graduate credits). This seminar is directed by a faculty member. Students are required to participate in the presentations of research papers and discussions on the philosophy and thinking of statistical methodologies. *Prerequisite: Permission of Program Director.*

STA590: Thesis (6 graduate credits). The student writes a thesis under the direction of a faculty member with special competence in the subject matter of the thesis. *Prerequisite: Approval by the student's ad hoc committee.*

STA591-599: Independent Study. This research course is a directed study of independently selected topics in Statistics. Proposals for topics are approved by the faculty member who will supervise the independent study, the Program Director, and the Graduate Dean.

STATISTICS

Students are required to take the following courses:

STA514: Non-Parametric Statistics

STA516: Sampling Methods

STA518: Applied Multivariate Analysis

STA520: Time Series Analysis

COURSE DESCRIPTIONS

STA514: Non-Parametric Statistics. Topics include methods of non-parametric/distribution-free statistics, order statistics, and tolerance regions. Emphasis is on analyzing data when classical statistical methods are not applicable. *Prerequisite: STA511 or STA512.*

STA516: Sampling Methods. Students examine sampling versus total enumeration, planning of a survey or an experiment, and statistical sampling methods--simple, stratified, systematic, cluster, and multistage sampling. Emphasis is on the design and implementation on real-life cases. *Prerequisite: STA512 or equivalent.*

STA518: Applied Multivariate Analysis. Topics include multivariate normal distributions--its properties and inference, multiple and partial correlation analysis, principal components and factor analysis, and analysis of covariance. Emphasis is on applying these methods using the computer. *Prerequisite: STA511 and STA513.*

STA520: Time Series Analysis. Students examine applications of discrete time series models--autoregressive, moving average, or autoregressive and moving averages. Topics also include formulation and testing of such models for forecasting real-life data, filtering techniques, updating and goodness-of-fit. Emphasis is on the development of the models using computers. *Prerequisite: STA511.*

STATISTICS/EDUCATION

Students are required to take the following courses:

EDC500: Introductory Research Seminar

EDC504: Teaching and Learning Strategies: State of the Art

EDC523: Ecology/Environmental Education for Elementary School Teachers

EDC525: Mathematics Curriculum

COURSE DESCRIPTIONS

EDC500: Introductory Research Seminar. This seminar provides a structured and supportive environment through which beginning students in the Master of Education program become familiar with the research process, sources, and tools, in relation to a clearly stated research problem significant in education and significant to school settings. Since the course requires a semester-long research project with relevance to schools, students should select a meaningful problem of practical value before the first meeting of the course. **NOTE:** This course must be taken as the first course in the program and is a prerequisite to all other courses.

EDC504: Teaching and Learning Strategies: State of the Art. This course is designed to present contemporary research on learning styles and teaching strategies with a practical application to classroom situations. Learning styles include study of hemisphericity, the modalities, mind styles, problem solving techniques, and analysis of other learning style inventories and elements. Teaching strategies include the study and application of cooperative learning, effective processing of information, reflective teaching, critical thinking skills, and instructional approaches for self-directed student learning.

EDC523: Ecology/Environmental Education for Elementary School Teachers. This course is a survey of current global ecological and environmental problems with practical activities for student implementation on the elementary level. Topics addressed with their ensuing problems include energy, the greenhouse effect, acid rain, pollution, waste disposal, carcinogens, reforestation, strip mining, conservation, preservation, genetic engineering, and biotechnology.

EDC525: Mathematics Curriculum. In this course, students research and critique mathematics curriculum K-12 and current educational mathematics curriculum projects and programs on the national and international level. Emphasis is on the development of an understanding of Mathematics Education.

STATISTICS/HEALTH SERVICES ADMINISTRATION

Students are required to take the following courses:

- HUM/HSA500: Research Seminar
- HSA512: Management Information Systems
- HSA519: Health Care Finance
- HSA543: Public Health Administration

COURSE DESCRIPTIONS

HUM/HSA500: Research Seminar. In this course, students learn and practice research techniques required for graduate studies in the various disciplines. They study such style manuals as Turabian, MLA, and APA. They become acquainted with data base searching and with preparing and writing reports, term papers, research papers, and a thesis. **NOTE:** This course must be taken in the first year of the program.

HSA512: Management Information Systems. The student is introduced to the computer and to microprocessing both as management and research tools. The uses as well as limitations of the computer are examined. Topics include the use of computers as a device for financial and inventory control, personnel administration, and functions relating to payroll, planning, and patient care. Current issues in the design of control systems both for the administration of institutions and for managing patterns of patient care are also included.

HSA519: Health Care Finance. The student is provided with a conceptual and practical foundation in health care finance. The course begins with an overview of the health care environment and the introduction of financial concepts through review and analysis of financial statements. Class discussions address the development and use of revenues; identification of operating expenses; strategies to contain costs; and the financial interaction between health care providers and third-party payors. Class presentations and a term paper provide an opportunity for students to research and discuss current health care financial topics.

HSA543: Public Health Administration. Health care professionals receive instruction in the role and responsibilities of Public Health in the United States. Students are provided with a comprehensive overview of such issues as the scope of public health and its impact on the lives of citizens as well as society. Students also examine issues regarding preventing disease, prolonging life, and promoting good health through organized community effort. Questions relating to the responsibility of the Health Care Professional in the areas of public health are addressed.

STATISTICS/INFORMATION SYSTEMS SCIENCE

Students are required to take the following courses:

- ISS501: Structured Systems Analysis and Design
- ISS533: Knowledge-Based Systems
- ISS540: Decision Support Systems
- ISS550: Information Resource Management

COURSE DESCRIPTIONS

ISS501: Structured Systems Analysis and Design. Students examine the elements of structured systems analysis and design and the system life-cycle method of developing and implementing computer-based information systems. The course includes the following topics: data gathering and analysis techniques, prototyping, problem decomposition, project management, and human factors in implementing automated systems. *Prerequisite: Familiarity with business computer systems. (Prerequisite may be satisfied by ISS101).*

ISS533: Knowledge-Based Systems. In this course the student examines the fundamentals of knowledge acquisition and presentation. Questions about the development of both large and personal computer-based systems are addressed. The student is required to develop a PC-based expert system application as part of the course. *Prerequisite: ISS510.*

ISS540: Decision Support Systems. Decision Support Systems, especially their feasibility and implementation in the functional area of a business entity and in strategic business planning, are the main topics covered in this course. *Prerequisite: ISS501.*

ISS550: Information Resource Management. In this course, the student examines the importance of information as a resource for the survival and growth of a modern organization. The perspective taken is that of the Chief Information Officer. Topics covered include strategic implications of information, the role of information in supporting organizational goals, and the long-range planning process. This is the capstone course for ISS students and must be taken in the last Spring trimester of the student's program.

STATISTICS/MANAGEMENT

Students are required to take the following courses:

MGT500: Business Research Methods
MGT501: Organizational Theory and Behavior
MGT509: Management of Human Resources
MGT561: Financial Management

COURSE DESCRIPTIONS

MGT500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings.

MGT501: Organizational Theory and Behavior. This course addresses the application of organizational theory to management functions. The integration of the individual into the organization and the examination of the human factor in organizational dynamics are discussed.

MGT509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruiting, selection, development, utilization, and accommodation to human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

MGT561: Financial Management. In this course, students are introduced to the theory and practice of accounting, including the basic accounting equation, the accounting cycle, the preparation of financial statements, and analysis of these statements based upon an understanding of generally accepted accounting principles.

MASTER OF BUSINESS ADMINISTRATION - GLOBAL BUSINESS AND FINANCE

RATIONALE

The problems of the twenty-first century will be interdisciplinary, interprofessional and global. Business policy managers will need to combine insights from multiple professions into the real world of diverse cultures.

Under the mission of the University, the program of Global Business and Finance is designed to assist individuals who seek a career related to the areas of global business and finance. The Master of Business Administration in Global Business and Finance is designed to assist experienced managers and technical professionals to increase their understanding of global business and finance and to help individuals holding Baccalaureate degrees to build expertise for the exciting career opportunities in global business and/or finance.

REQUIREMENTS

The student is recommended for the Master of Business Administration degree in Global Business and Finance upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Business Administration degree in Global Business and Finance.

Undergraduate Prerequisite Courses

The following courses are prerequisites for the program.

Area	Credits
Accounting I and II	6
Economics Principles I and II	6
Information Systems Science I and II	8
Statistics	3
Calculus	6
Business Law	3

	32

Undergraduate prerequisite courses may be taken at Salve Regina University or at another institution of higher education. Similar undergraduate courses are generally acceptable as substitutes. The Program Director will certify the acceptability of prerequisite courses.

Program of Study

The student's program of study will consist of eight (8) required courses and four (4) courses in the selected area of concentration: Global Business or Finance.

Required Courses

MGT500: Business Research Methods
MGT540: Ethics for Managers: Theory and Practice
ECN513: National Income Analysis
ECN514: Price Theory

ECN560: Global Business
ECN567: Economic Development of Less Industrialized Countries
ECN570: Global Trade and Finance
FIN540: Financial Planning and Management

COURSE DESCRIPTIONS

MGT500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. **NOTE:** This course must be taken in the first year of graduate studies.

MGT540: Ethics for Managers: Theory and Practice. Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, the person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

ECN513: National Income Analysis. Students examine the macro political economy of public policies and the behavior of the economy as a whole, including income determination, inflation, unemployment, economic growth, the rate of interest, and the role of fiscal and monetary policies.

ECN514: Price Theory. Students examine the micro political economy of resource allocation. Topics addressed include behavior of consumers and firms, the determination of prices and production under alternative market structures, and the regulation of industry and welfare economics. *Prerequisite: ECN513.*

ECN560: Global Business. The course content includes the backgrounds, patterns, and practical operations of global business. Topics include multinational corporations, global commodity trade, and global financial flows. The interactions between the global business policies and the host country's sociopolitical and economic environment are investigated. *Prerequisite: ECN513 or taken concurrently with ECN513.*

ECN567: Economic Development of Less Industrialized Countries. Among the topics addressed in this course are theories of economic development, particular problems of less industrialized countries, and alternative policies for the promotion of growth and global trade. These are examined from socialist, capitalist, and communist perspectives. *Prerequisite: ECN514.*

ECN570: Global Trade and Finance. The determinants and patterns of global trade and conventional theories, new theories of trade, global payments, foreign exchange rates, and related issues are discussed. *Prerequisite: ECN514.*

FIN540: Financial Planning and Management. Topics included in this course are financial planning, cash management, money markets, the financial instrument futures markets, accounts receivable, accounts payable, inventory management, short-term borrowing, and international working capital management. *Prerequisite: FIN520 and ECN514 or taken concurrently with ECN514.*

Areas of concentration: The student must select an area of concentration in either Global Business or Finance.

GLOBAL BUSINESS The required courses in this area of concentration are:

ECN561: Global Marketing
ECN562: Global Management

ECN568: Doing Business in East Asia

ECN569: Doing Business in Europe

COURSE DESCRIPTIONS

ECN561: Global Marketing. Students are required to apply domestic marketing techniques to the global environment. The special features of the global marketplace are emphasized. *Prerequisite: ECN560 and ECN514 or taken concurrently with ECN514.*

ECN562: Global Management. The course content includes operations and control of multinational corporations, import-export business, and global investment groupings. *Prerequisite: ECN560 and ECN514.*

ECN568: Doing Business in East Asia. Course content focuses on the business practices and opportunities in the Pacific Basin. The potential impact of a "united" Pacific Rim on American business relations with nations of the region is explored. *Prerequisite: ECN514.*

ECN569: Doing Business in Europe. Course content focuses on business opportunities in Europe. The potential impact of the integration movement of the European Economic Community on the American multinational corporations is evaluated. *Prerequisite: ECN560.*

FINANCE The required courses in this area of concentration are:

FIN520: Money, Finance, and Global Banking

FIN544: Securities Markets and Portfolio Analysis

FIN563: Global Investment

FIN565: Global Financial Planning

COURSE DESCRIPTIONS

FIN520: Money, Finance, and Global Banking. Students investigate the role of money, the structure of financial intermediaries, and the interplay between financial markets and economic activity. Attention is given to the changing operations of global banking.

FIN544: Securities Markets and Portfolio Analysis. Topics covered in this course include the time preference framework, the arbitrage framework, investor preferences under uncertainty, and operations of security markets. *Prerequisite: FIN540.*

FIN563: Global Investment. The study of global investment in financial and physical capital assets includes an examination of global capital markets, foreign investment practices, comparative tax systems, and the like. *Prerequisite: ECN560.*

FIN565: Global Financial Planning. The course content focuses on international strategic financial planning. *Prerequisite: FIN540.*

Special Topics, Internship, and Independent Study

ECN/FIN580-589: Special Topics. Students are provided with an opportunity to explore topics of special interest related to Global Business and Finance.

ECN/FIN590: Internship. Approved by the Program Director, the internship will provide the student with an opportunity to obtain experience in one or more of the related fields of global economics, global finance, and global business.

ECN/FIN591-599: Independent Study/Research. This research course is a directed study of independently selected topics in Global Business and Finance. Proposals for topics are approved

MASTER OF BUSINESS ADMINISTRATION

RATIONALE

The Master of Business Administration program is designed to prepare graduates for professional careers in organizations that are part of rapidly changing environments. With the globalization of the marketplace, increased emphasis on environmental matters, and concern for the ethical issues confronting today's businessperson, this curriculum provides students with technical knowledge and skills to address and appreciate these contemporary topics. This degree program is directed toward developing managers; it focuses on such important areas as finance, economics, accounting, ethics, organizational behavior, and strategic management. In keeping with the Christian tradition of the University, social purpose and humanization of the workplace are underlying values of the program.

REQUIREMENTS

The student is recommended for the Master of Business Administration degree upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Business Administration degree.

Undergraduate Prerequisite Courses

The following courses are prerequisites for the program.

Area	Credits
Accounting I and II	6
Economic Principles I and II	6
Information Systems Science I and II	8
Business Statistics	3
Applied Calculus I and II	6

	29

Undergraduate prerequisite courses may be taken at Salve Regina University or at another institution of higher education. The Program Director will certify the acceptability of prerequisite courses.

Program of Study

The student's program of study will consist of eight (8) required graduate courses and four (4) elective courses for a total of twelve (12) courses in a selected area of concentration.

Required Courses

The Management concentration requires all of the following nine (9) courses. In the Accounting, Finance, and Information Systems Science concentrations, one (1) course is waived. See specific area of concentration for the course waived.

- MGT500: Business Research Methods
- MGT501: Organizational Theory and Behavior
- MGT503: Law and Business Organizations

MGT510: Operations Research
MGT518: Principles of Economics
MGT526: Financial Accounting
MGT540: Ethics for Managers: Theory and Practice
MGT561: Financial Management
MGT575: Strategic Management and Business Policy

AREAS OF CONCENTRATION

Depending on the area of concentration, nine (9) to twelve (12) graduate credit hours are required.

Selected Areas of Concentration are as follows:

Accounting
Finance
Information Systems Science
Management

COURSE DESCRIPTIONS

MGT500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. **NOTE:** This course must be taken in the first year of graduate studies.

MGT501: Organizational Theory and Behavior. In this course, students address the application of organizational theory to management functions. In addition, they consider the integration of the individual into the organization, and they examine the human factor in organizational dynamics.

MGT503: Law and Business Organizations. Course content concentrates on the legal aspects of business organizations. The laws controlling agency, partnerships, and corporations are examined. Emphasis is on the rights, duties, and liabilities surrounding principal, agent, partner, shareholder, officer, and director.

MGT510: Operations Research. This course is an introduction to the use of quantitative methods of decision making in business. Topics include linear programming, decision making under uncertainty, forecasting, queuing, and inventory systems.

MGT518: Principles of Economics. This course provides a survey of micro and macroeconomics theory with an emphasis on material vital to managerial decision making. Consideration is given to the economic behavior of firms, in particular price theory, production theory, and the analytics of economic analysis. The determination of national income, monetary and fiscal policy, and international trade are topics addressed.

MGT526: Financial Accounting. In this course, students are introduced to the theory and practice of accounting, including the basic accounting equation, the accounting cycle, the preparation of financial statements, and an analysis of these statements based upon an understanding of generally accepted accounting principles.

MGT540: Ethics for Managers: Theory and Practice. Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In

the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

MGT561: Financial Management. Students become acquainted with the tools and instruments financial managers employ in providing a financial program for current operations and long-term needs. Emphasis is placed on current practice in industry. To this end, the investment, financing, and evaluation decisions of various economic units are investigated. The objective is to show the application of finance theory to current management issues. *Prerequisite: MGT526.*

MGT575: Strategic Management and Business Policy. This capstone course enables students to concentrate on the determination and implementation of corporate strategy. The student takes the point of view of a senior executive who must integrate the activities of marketing, finance, production, and research and development. Major topics are the determination of corporate strategy and the relationship between a firm's economic strategy and the personal values of senior executives. *Prerequisite: MGT561.*

MBA/ACCOUNTING (For students selecting this concentration, MGT526 is waived)

ACC501: Intermediate Accounting I
ACC502: Intermediate Accounting II
ACC503: Intermediate Accounting III
ACC530: Advanced Accounting

COURSE DESCRIPTIONS

ACC501: Intermediate Accounting I. The course topics are generally accepted accounting principles and an in-depth study of financial statements. *Prerequisite: Accounting Principles I, II.*

ACC502: Intermediate Accounting II. The course topics are more difficult problems in specialized areas such as stockholders' equity and earnings per share. *Prerequisite: ACC501.*

ACC503: Intermediate Accounting III. Content of the course includes statement of cash flow, deferred taxes and pensions, and leases. *Prerequisite: ACC502.*

ACC530: Advanced Accounting. Course content includes principles and practices of fund accounting as it applies to municipalities, educational institutions, hospitals, and similar organizations. The preparation of financial statements for partnerships and consolidated groups of controlled corporations is of major importance. *Prerequisite: ACC503.*

MBA/FINANCE (For students selecting this concentration, MGT518 is waived)

ECN513: National Income Analysis
ECN514: Price Theory
FIN520: Money, Finance and Global Banking
FIN544: Securities Markets and Portfolio Analysis

COURSE DESCRIPTIONS

ECN513: National Income Analysis. Students examine the macro political economy of public policies and the behavior of the economy as a whole, including income determination, inflation, unemployment, economic growth, the rate of interest, and the role of fiscal and monetary policies.

ECN514: Price Theory. Students examine the micro political economy of resource allocation. Topics addressed include behavior of consumers and firms, the determination of prices and production under alternative market structures, and the regulation of industry and welfare economics. *Prerequisite: ECN513.*

FIN520: Money, Finance, and Global Banking. Students investigate the role of money, the structure of financial intermediaries, and the interplay between financial markets and economic activity. Attention is given to the changing operations of global banking.

FIN544: Securities Markets and Portfolio Analysis. Topics covered in this course include the time preference framework, the arbitrage framework, investor preferences under uncertainty, and operation of securities markets.

MBA/INFORMATION SYSTEMS SCIENCE (For students selecting this concentration, MGT510 is waived)

ISS501: Structured Systems Analysis and Design

ISS533: Knowledge-Based Systems

ISS540: Decision Support Systems

ISS550: Information Resource Management

COURSE DESCRIPTIONS

ISS501: Structured Systems Analysis and Design. Students examine the elements of structured systems analysis and design and the system life-cycle method for developing and implementing computer-based information systems. The course includes the following topics: data gathering and analysis techniques, prototyping, problem decomposition, project management, and human factors in implementing automated systems. *Prerequisite: Familiarity with business computer systems. (Prerequisite may be satisfied by ISS101)*

ISS533: Knowledge-Based Systems. In this course the student examines the fundamentals of knowledge acquisition and presentation. Questions about the development of both large and personal computer-based systems are addressed. The student is required to develop a PC-based expert system application as part of the course. *Prerequisite: ISS510.*

ISS540: Decision Support Systems. Decision Support Systems, especially their feasibility and implementation in the functional area of a business entity and in strategic business planning, are the main topics covered in this course. *Prerequisite: ISS501.*

ISS550: Information Resource Management. In this course, the student examines the importance of information as a resource for the survival and growth of a modern organization. The perspective taken is that of the Chief Information Officer. Topics covered include strategic implications of information, the role of information in supporting organizational goals, and the long-range planning process. This is the capstone course for the MBA/ISS program and must be taken in the last Spring trimester of the student's program.

MBA/MANAGEMENT

Students are required to take the following courses:

MGT509: Management of Human Resources

MGT530: Marketing Management

COURSE DESCRIPTIONS

MGT509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruiting, selection, development, utilization, and accommodation to human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

MGT530: Marketing Management. Students survey the role of marketing in business and in society.

Topics studied are consumer behavior, market segments, product positioning, new product development and policy, pricing, distribution, advertising, and sales management. Background material enhances case analysis in weighing market factors in management. *Prerequisite: MGT501.*

Students must select one of the following courses:

MGT555: Advanced Management and Organizational Theory

MGT568: Human Relations Seminar

MGT580: Special Topics

MGT591: Independent Study/Research

COURSE DESCRIPTIONS

MGT555: Advanced Management and Organizational Theory. This course is designed to help the student examine the deeper structure of behavior in organizations and to apply the knowledge to designing, planning, directing, and controlling organizations. Students examine new concepts in motivation, advanced communications and management information systems, dynamics of decision making, technology and structure design, and organizational development.

MGT568: Human Relations Seminar. This seminar provides a forum for integrating into a personal framework the major organizational theories of management for any complex organization. Students have the opportunity to learn the importance of human problems to managers in terms of decision making, efficiency, and effectiveness.

MGT580: Special Topics. Students are provided with an opportunity to explore topics of special interest related to Management.

MGT591: Independent Study/Research. This research course is a directed study of independently selected topics in Management. Proposals for topics are approved by the faculty member who will supervise the independent study, the Program Director, and the Graduate Dean.

HEALTH AND HUMAN SERVICES

MASTER OF ARTS - GERONTOLOGY

RATIONALE

For the nearly-first century, predictions are that 20% of the population will be over the age of 65. The needs of this elderly population will have a significant impact on the solutions of society's social and personal challenges for the future. To accommodate the needs of the elderly, changes in programs such as housing, health care and community resources will be necessary. New solutions must be found to deal with new problems.

The Master's degree program in Gerontology is designed to help the student meet this challenge and to work effectively with the elderly person. The program is designed to help the student develop an understanding of the maturing process from a multidisciplinary approach including biological, psychological, sociological, and spiritual perspectives.

This specialization is appropriate for individuals in health care, social services, and counseling fields who are especially interested in working with elderly individuals or groups.

Through this program, the student is expected to develop a thorough understanding of each of the following:

1. The developmental processes of aging, including the physical, psychological and spiritual developments.
2. The historical, cultural, and social context of aging and the dynamic interactions of the elderly citizens with their environment.
3. The organization of family and civil structures and the elderly individual.
4. The priority and the network of professionals and service agencies.
5. The contemporary issues in aging and the myths and stereotypes influencing the quality of life for the elderly.

REQUIREMENTS

HEALTH AND HUMAN SERVICES

The student is recommended for the Master of Arts degree in Gerontology upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in Gerontology.

Required Courses

- HUM500: Research Seminar
- GER501: Developmental and Psychological Dimensions
- GER502: Mental and Emotional Dimensions
- GER503: Physiological Dimensions
- GER504: Aging
- GER505: Quality of Life for the Elderly
- GER506: Social Gerontology
- GER 507: Social Institutions and Public Policy
- GER508: Practical Gerontology
- GER509: Connecting Elders and Their Families
- GER509: Ethics and the Elderly
- GER599: Coordinating Seminar

MASTER OF ARTS - GERONTOLOGY

RATIONALE

For the twenty-first century, predictions are that 20% of the population will be over the age of 65. The needs of this elderly population will have a significant impact on the structures of society and will present challenges for the future. To accommodate the needs of the elderly, changes in programs such as housing, health care and community resources will be necessary. New solutions must be found to deal with new problems.

The Master's degree program in Gerontology is designed to help the student meet this challenge and to work effectively with the elderly person. The program is designed to help the student develop an understanding of the maturing process from a multidisciplinary approach including biological, psychological, sociological, and spiritual perspectives.

This specialization is appropriate for individuals in health care, social service, and counseling fields who are especially interested in working with elderly individuals or groups.

Through this program, the student is expected to develop a thorough understanding of each of the following:

1. The developmental processes of aging, including the physical, psychological and spiritual developments.
2. The historical, cultural, and social context of aging and the dynamic interactions of the elder citizens with their environment.
3. The organization of family and civic structures and the elderly individual.
4. The elderly and the network of professionals and service agencies.
5. The contemporary issues in aging and the myths and stereotypes influencing the quality of life for the elderly.

REQUIREMENTS

The student is recommended for the Master of Arts degree in Gerontology upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in Gerontology.

Required Courses

- HUM500: Research Seminar
- GER501: Developmental and Psychological Dimensions
- GER502: Mental and Emotional Dimensions
- GER503: Physiological Dimensions
- GER504: Aging
- GER507: Quality of Life for the Elderly
- GER510: Social Gerontology
- GER521: Social Institutions and Public Policy
- GER570: Practicum in Gerontology
- GER581: Counseling Elders and Their Families
- GER583: Ethics and the Elderly
- GER590: Coordinating Seminar

COURSE DESCRIPTIONS

HUM500: Research Seminar. In this course, students learn and practice research techniques required for graduate studies in the various disciplines. They study such style manuals as Turabian, MLA, and APA. They become acquainted with data base searching and with preparing and writing reports, term papers, research papers, and a thesis. **NOTE:** This course must be taken in the first year of the program.

GER501: Developmental and Psychological Dimensions. Students examine the theoretical and research foundations to develop an understanding of the normal changes in the aging process. The course is a survey course of the physical, cognitive, psychological, and spiritual changes in the later years of life.

GER502: Mental and Emotional Dimensions. Students examine the pathological mental changes during aging with an emphasis on description, diagnosis, and assessment. Working towards an understanding of these disorders and intervention strategies in the context of the full continuum of personal development, the student explores the wellness of aging.

GER503: Physiological Dimensions. The course content is a survey of the normal physiological changes that are part of the aging process as well as the medical aspects of the most frequently encountered physical ailments in the elderly. Students examine the myths of aging contributing to illnesses and wellness.

GER504: Aging. Students examine the myths of aging and the influence of the power of beliefs on elderly individuals. Students analyze the current understanding of the problems of the aging generation and the contribution of the aging person to the societal system.

GER507: Quality of Life for the Elderly. Students explore a holistic approach to medical, psychological, religious, philosophical, and demographic aspects of wellness. A variety of viewpoints and research findings is presented. Experiential learning regarding attitudes and quality of life is examined.

GER510: Social Gerontology. Students examine the social interactions in the lives of elderly individuals to develop an understanding of the historical, cultural, and social aspects of maturing and of racial, ethnic, and class factors in the aging process.

GER521: Social Institutions and Public Policy. Students examine social institutions and the influence of public policies as formative and as a shaping influence of attitudes, programs, and services for the elderly. Special attention should focus on the role of the elderly in public policy.

GER570: Practicum in Gerontology. Students have a field experience with various programs for the elderly or with long-term care facilities to provide an opportunity for working directly with elderly people. A coordinating seminar is part of the practicum. This course is taken with GER590.

GER581: Counseling Elders and Their Families. The course is an overview of the psychological, emotional, and spiritual changes in later life as particularly relevant to counselors. Focus is on the individual's role as being useful to elderly individuals in a counseling relationship.

GER583: Ethics and the Elderly. Students focus on current legislation, retirement, and ways of preparing for the later years. Issues such as euthanasia, living wills, patients' rights, and other legal and ethical aspects are explored within an ethical context.

GER590: Coordinating Seminar. Students participate in a capstone seminar in association with the practicum in Gerontology. Degree candidates are expected to develop a significant research project addressing a practical problem in the current field of Gerontology. Successful completion and presentation of the research project is required for all degree candidates. *Prerequisite with or after GER570.*

MASTER OF ARTS - HOLISTIC COUNSELING

RATIONALE

This program provides educational opportunities for the person to develop as a new type of counselor capable of divesting the self of theoretical expectations and being present to the moment, person, or organization. In recognition of the perspective that sees all of creation as one and interconnected, the courses address approaches through the body, the cognitive-emotional, and the spirit. The emphasis is on wellness, with symptoms seen as calls to self-realization. The program is planned for counselor-guides who function in times of change and crisis as healers to persons and institutions. It is seen as a suitable degree for all who want to work with people.

REQUIREMENTS

The student is recommended for the Master of Arts degree in Holistic Counseling upon successful completion of all requirements and an approved program of forty-eight (48) hours of graduate credit. Included in these credits are a two (2) semester internship in counseling and an exit project. There are approximately forty-three (43) required graduate credits and five (5) elective graduate credits. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in Holistic Counseling.

Project

Each individual develops a major work to demonstrate a unique contribution to his or her field in the summary project. The student selects an advisor with whom to consult. The project should demonstrate how the individual student "thinks differently" about an issue, institute, or process.

Required Courses

- HLC504: Holistic Perspectives
- HLC507: Toward Synthesis: Concept - Body Approaches
- HLC508: Developmental Issues in Counseling
- HLC509: Toward Synthesis: Concept - Approaches Through Mind-Emotions
- HLC510: Cross Cultural Counseling (1 credit)
- HLC511: Toward Synthesis: Concept - Approaches Through the Spirit
- HLC513: Systems Theory
- HLC515: Assessment
- HLC530: Practicum in Counseling: Part I
- HLC531: Practicum in Counseling: Part II
- HLC532: Psychology of Group Processes
- HLC553: Evaluation
- HLC570: Internship and Seminar I
- HLC571: Internship and Seminar II
- HLC573: Human Relations Laboratory I

Elective Courses

The electives are intended to strengthen the counselor in specialized approaches tailored to specific populations of clients. The number of electives available is subject to the individual student's course of studies and the required courses waived. The program intends to graduate counselors with a solid psychological background that will make them welcome in the therapeutic

community as healers experienced in teamwork. Electives are intended to 1) foster personal growth, 2) add depth to the skills of the student counselors, and 3) open new professional vistas.

COURSE DESCRIPTIONS

Required Courses

HLC504: Holistic Perspectives. This is a general course through which participants become aware of their current understandings of and assumptions behind such concepts as consciousness, evolving theories of modern physics as these findings impact on their world view and behavior and their unique personal wellness. The course serves as an overview of "thinking differently" which informs the new paradigm of counseling in this program. This introductory course should be taken in the first year.

HLC507: Toward Synthesis: Concept - Body Approaches. The student learns a theoretical and experiential exploration of the holistic dimensions of the following: kinesthetic awareness, psychophysical re-education, touch, movement, body-mind connection, breathing, nutrition, the body and personality, the body and consciousness. Body-oriented psychotherapies are studied--Gestalt, Hakomi, and Bioenergetics. Implications for assuming responsibility for one's personal well-being and for use in counseling are discussed and put into practice. Students practice discerning when this level of consciousness is symptomatically exhibited by fine-tuning their sensitivity to what the body reveals.

HLC508: Developmental Issues in Counseling. The student is provided opportunities to study and experience developmental psychology as it impacts on therapeutic interventions. Stages of development--physical, mental-cognitive, emotional and spiritual--are explored. The implications of the stage of development in the client's process during counseling and the distinction between pathology and developmental crises are addressed.

HLC509: Toward Synthesis: Concept - Approaches Through Mind-Emotions. This course provides for a theoretical and experiential exploration of the holistic dimensions of the following: presence, power of suggestion, crisis intervention, guided imagery, imagination, behavior modification, and cognitive interventions in therapy. Through activities, readings and discussions, participants are encouraged to expand their awareness and understanding of therapeutic analytical and verbal interventions more usually thought of when therapy is mentioned. Students examine these concepts and how to identify their implications in the personal growth/guiding process.

HLC510: Cross-Cultural Counseling (1 graduate credit). Questions raised include: How is the notion of wholeness affected by a particular culture? How does the notion of boundaries apply in different cultures? Other topics include empathy and the need to understand the experience of another culture, holism, reality, and understanding the experience of another culture. A field experience is assigned.

HLC511: Toward Synthesis: Concept - Approaches Through the Spirit. This course provides for a theoretical and experiential exploration of holistic dimensions of the following: presence to the client as the single most important therapeutic intervention; the implications of quantum physics in understanding consciousness; meditation; silence, will, self, death, and meaning. The influence of Eastern and Western philosophies on belief systems and their implications for counseling are explored. In particular, psychosynthesis and Jungian concepts are experienced as indicated interventions for guiding clients at the transpersonal level of consciousness.

HLC513: System Theory. Students investigate specific systems. Holism is systems thinking: all things are one and interrelated. In counseling, individuals may be seen as aspects of various systems to which they belong. The emphasis in this course is on families of origin.

HLC515: Assessment. Students explore the traditional methods of client diagnoses. They bridgebuild with the psychiatric model and network with available community resources. Speaking the language of the Diagnostic and Statistical Manual and the more quantitative models, legal issues and crisis intervention, projective testing, networking, and positive contributions to working with the mental health system are covered.

HLC530: Practicum in Counseling: Part I. Students integrate approaches to counseling. Participation in counseling activities and self-evaluation experiences with the use of videotaping will assist the student in developing an approach to counseling reflecting a holistic perspective. In the first part of the course, emphasis is on being present to the client, interviewing, and creating action programs for clients utilizing behavioral and cognitive psychology. Ethical issues are explored and case studies examined. The developmental stages of counseling are presented. Students keep journals of their process during counseling sessions.

HLC531: Practicum in Counseling: Part II. Students continue supervised practice of counseling techniques, with an emphasis on putting together the whole package in a three-stage developmental model: stage one - presence, respect, and accurate empathic listening; stage two - client dynamic self-understanding, where the client models on the effective counselor; and stage three - the action stage, where the two collaborate in achieving the process goals of the client. Here the students articulate their personal synthesis of counseling.

HLC532: Psychology of Group Processes. Students explore the various dimensions of the group process. In keeping with the theme of self-realization that characterizes this graduate program, students explore their ability to function in groups in the light of their personal history in groups. Personal strengths for leadership in one's professional setting are studied. The uses of art and movement are investigated as tools for facilitating group process.

HLC553: Evaluation. This is a course designed to explore various methodologies in research and problem solving in the domain of human development. Approaches deriving from both the positivist and post-positivist philosophies are examined and relevant applications discussed. Emphasis is placed on the art of interviewing and the ability to listen as essential dimensions of the evaluative process. The chief function of this course is to review basic statistics and psychometric procedures. It is oriented to research, with special attention to how to read discriminatingly in the professional literature and how to evaluate one's own approaches to counseling. It puts emphasis on generating qualitative approaches to evaluating human beings. The course should be taken midway through the program, for it helps the student to prepare for the exit project.

HLC570: Internship and Seminar I. The intern practices in a setting approved by the coordinator of internships for the purpose of demonstrating an understanding of and the ability to utilize a holistic approach to guiding others. This experience, together with a weekly two-hour seminar, serves as the summational experience through which the student demonstrates achievement of the program goals. The internship lasts for two (2) semesters, with a minimum of one hundred and fifty (150) hours a semester of supervised internship. Ideally it is taken after the practicum in counseling. The placement is in effect by the end of May, after candidacy has been requested of the coordinator of internships. An internship manual is available. *Prerequisite: Students must obtain personal insurance coverage available at student prices through the American Association of Counseling and Development.*

HLC571: Internship and Seminar II. This course continues HLC570.

HLC573: Human Relations Laboratory I: Dynamics of Human Behavior. The research strongly suggests that clients are left either better or worse by counseling interventions. The variable which facilitates effective counseling seems to be whether the counselor is, in spite of his or her own woundedness, living the interpersonal relations skills at a high or low level. These skills, which include behaviors such as primary accurate empathy, immediacy, and appropriate self-disclosure, are practiced in a here-and-now environment. It is recommended that this laboratory course be

taken early in the student's program. Since the course is limited to twelve participants, early registration is also recommended.

Electives

HLC500: Human Creativity. Human creativity is examined by looking at patterns of psychological behavior and archetypal symbols. Of special emphasis is Carl Jung's notion of creativity as a human "instinct" along with the other drives of hunger, sexuality, activity, and reflection. Finally, the course enables the student to examine the Jungian thesis that true education involves the whole person and not just the "memorizing intellect."

HLC506: Healing. Emphasis is given to the assessment of personal health. There is an exploration of the tradition of healing and the capacity of every person to be a healer. Among the modalities of healing is an introduction to therapeutic touch and the use of crystals in healing. The course is both theoretical and practical.

HLC529: Social Psychology. This course enables students to consider social and psychological approaches to understanding human behavior. Attention is given to such topics as attitude formation and change, illusory thinking, conformity, persuasion, group influence, aggression, altruism, prejudice, attraction, and conflict.

HLC541: Psychology of Personality. Students investigate personality theories within the philosophical context of psychoanalysis, behaviorism, and existentialism. The development of healthy personalities is studied in detail.

HLC580: Massage Therapy. This course enables students to develop an academic base for the practice of massage as a means of health maintenance. It does not intend to produce massage therapists. Students look at the research on the need for human contact and for skin touch in particular. While the course provides an opportunity for students to understand the skills of doing massage, it also requires that students look at their own comfort with touch in the interests of forming healthy attitudes for personal living and for respectful therapeutic contact with those needing healing of any kind. This contact includes the psychological, emotional, and spiritual.

HLC582: The Uses of Art in Therapy. This course is intended to acquaint students with some of the purposes and functions that methods typical of art can serve in psychotherapy. It includes techniques for increasing emotional awareness, accessing unconscious attitudes and feelings, and enhancing creative communication with self and others. Varied media and techniques are explored.

HLC584: Movement Therapy. This course is designed to teach the use of movement for personal and professional growth. Life is movement; the less we move, the less we are alive. Students learn how they may expand their own capacity for self-expression through movement. The course, by uncovering blocks of feelings and unconscious processes, further investigates the therapeutic applications of movement expression to facilitate healing in therapy leading to a fuller range of living.

HLC587: Crisis Intervention. Crisis is a turning point, an opportunity for change and growth. This experimental and didactic course enables students to explore crisis intervention as a therapeutic approach, assisting people through the crisis and facilitating growth. Various types of emergencies, including developmental and situational are explored. Emphasis is on learning and practicing accurate evaluation, assessment, and treatment.

HLC588: Working with Young People. An overview of the history and current range of counseling approaches with children is the major emphasis of this course. Students study approaches with a developmental focus using a variety of media for expression, exploration and therapeutic process. Students are provided with opportunities for role-play, hands-on experiences. Pending the

availability of children, a play group provides students with opportunities to develop interactive and communications skills along with self-assessment, peer support, and supervision by the instructor.

HLC589: Practicum in Group Therapy. This is a course in which students have an opportunity to apply therapy to groups. The instructor models the skills and guides each student in leading or guiding. The intent of the course is that students will learn to do therapy. *Prerequisite: HLC532 and the instructor's permission.*

MASTER OF EDUCATION - A PROGRAM FOR CERTIFIED EDUCATORS

RATIONALE

The Master of Education program is designed for certified educators seeking continued professional development in their careers. The program was designed in response to an assessment of needs made by New England educators. The curricula includes contemporary methodologies and integrated strategies in major content areas, as well as personal and societal issues impacting education. The flexibility of the program allows individual candidates freedom to select courses to meet personal and professional needs. The program is committed to an ongoing process of development in response to the current, expressed needs of educators. These features combine to make this program both practical, and creative.

NOTE: THIS PROGRAM IS FOR CERTIFIED TEACHERS AND DOES NOT PROVIDE INITIAL TEACHER CERTIFICATION.

REQUIREMENTS

The student is recommended for the Master of Education degree upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Education degree.

Required Courses

The program is composed of the required EDC 500, 530 courses, and thirty (30) graduate credits selected from courses listed below.

EDC500: Introductory Research Seminar. All graduate courses will assume the mastery of the methods and tools of research developed in this course. The student is required to complete this course as the first graduate education course or secure the signed permission of the program director to enroll in another course first. No student will be admitted to candidacy status unless the course has been successfully completed.

EDC530: Final Project/Research Paper Seminar is designed to provide the opportunity for students to integrate previous course work into a major project or research paper with practical ramifications for school settings.

Electives

Students, with their individual ad hoc committees, design an elective program of study suited to meet their education objectives. It is to the student's advantage to follow the course sequence in Language Arts: EDC 501, 502, and 503; and the sequence in Science/Math: EDC 521 and 525.

COURSE DESCRIPTIONS **Lifetime Professional Certification in Rhode Island**

Lifetime Professional - Elementary

A student who successfully completes a Master of Education program that includes five (5) of the courses listed below will meet the elementary requirement for lifetime professional elementary certification in Rhode Island through transcript analysis.

EDC501: Contemporary Approaches to Teaching Reading and Writing Across the Elementary School Curriculum

EDC502: Literature: An Integrated Approach to the Elementary School Curriculum

EDC503: Diagnostic/Prescriptive Techniques for Teaching Reading

EDC505 Teaching and Managing Special Needs Students in the Least Restrictive Environment

EDC506: The Gifted and Talented Student/Elementary

EDC516: Collaboration in Special and Regular Education/Elementary

EDC519: Language and Learning: Communication Disorders and Learning in the Classroom

EDC520: Earth Science and Physical Science: Inquiry Approaches for the Elementary School Classroom

EDC521: Elementary School Math and Science: An Integrated Approach (formerly EDC525)

EDC523: Ecology/Environmental Education for Elementary School Teachers

EDC504: Teaching and Learning Strategies: State of the Art. This course is designed to present the most current research on learning styles and teaching strategies with a practical application to the classroom. Learning styles include study of hemisphericity, the modalities, mind styles, problem solving techniques, and analysis of other learning style inventories and elements. Teaching strategies include the study and application of cooperative learning, effective processing of information, reflective teaching, critical thinking skills, and instructional approaches for self-directed student learning.

EDC503: Teaching and Managing Special Needs Students in the Least Restrictive Environment. Students focus on teaching and managing exceptional students in the mainstream classroom. Characteristics of exceptional students are analyzed. Instructional strategies as well as behavior and behavior management techniques for effectively integrating exceptional students into the mainstream classroom are emphasized.

EDC506: The Gifted and Talented Student/Elementary: Challenge and Responsibility. Students focus on the needs of gifted and talented students at the elementary level as a continuum of special education. Characteristics of gifted and talented children are analyzed. Identification procedures, classroom strategies, and teaching models for gifted and talented education are reviewed. Attention is given to gifted and talented students identified as needing special education services under P. L. 94-142.

EDC510: Substance Abuse, Information, Detection, Treatment, and Prevention. This course is designed to prepare elementary school teachers to deal with the problems of troubled children and adolescents, especially those who are related to substance abuse. Drug information, drug detection and awareness, and drug awareness curricula appropriate to the

Lifetime Professional Certification in Rhode Island

Lifetime Professional - Special Education

A student who successfully completes a Master of Education program that includes any five (5) of the seven (7) following courses and two (2) reading courses will meet the educational requirement for the lifetime professional special education certification in Rhode Island through transcript analysis.

- EDC505: Teaching Special Needs Students in the Least Restrictive Environment
- EDC512: At-Risk Children and Youth in Crisis/Including Special Needs Students
- EDC515: Managing Special Needs Students
- EDC516: Collaboration in Special and Regular Education
- EDC517: Students with Behavioral Disorders/Emotional Disorders
- EDC518: Issues and Approaches for Educating the Deaf and Hearing Impaired
- EDC519: Language and Learning: Communication Disorders and Learning in the Classroom

Reading:

- EDC501:Contemporary Approaches to Teaching Reading and Writing Across the Curriculum
- EDC503:Diagnostic/Prescriptive Techniques for Teaching Reading

COURSE DESCRIPTIONS

EDC500: Introductory Research Seminar. This seminar provides a structured and supportive environment through which beginning students in the Master of Education program become familiar with the research process, sources, and tools, in relation to a clearly stated research problem significant in education and significant to school settings. Since the course requires a semester-long research project with relevance to schools, students should select a meaningful problem of practical value before the first meeting of the course. **NOTE:** This course must be taken as the first course in the program and is a prerequisite to all other courses.

EDC501: Contemporary Approaches to Teaching Reading and Writing Across the Elementary School Curriculum. Students examine the relationship between process reading and process writing. Reading strategies, such as mapping, Directed Reading Thinking Activities, ReQuest and Intra-Act procedures are integrated with methods of writing to learn, such as planning notebooks, portfolios, and learning logs. Classroom organization to allow for teacher/student collaboration and conferencing are explored.

EDC502: Literature: An Integrated Approach to the Elementary School Curriculum. The use of children's and adolescents' literature as a means to integrating content areas is addressed. Hands-on construction of thematic units by course participants provides concrete literature-based materials that enhance content areas as well as stimulate and motivate students.

EDC503: Diagnostic/Prescriptive Techniques for Teaching Reading. Students examine the use of formal and informal instruments or techniques used to assess specific reading skills. Emphasis is on the use of methods and tools that help teachers focus on students' reading strategies, as well as perceptions of the reading process. Some methods examined are standardized tests, informal reading inventories, interviews, Think-Alouds, dictated stories, running records, observation, attitude and interest surveys, portfolios, and writing samples. Relevance of the results of these measures and implications for remediation of student weaknesses through student strengths are explored.

EDC504: Teaching and Learning Strategies: State of the Art. This course is designed to present contemporary research on learning styles and teaching strategies with a practical application to classroom situations. Learning styles include study of hemisphericity, the modalities, mind styles, problem solving techniques, and analysis of other learning style inventories and elements. Teaching strategies include the study and application of cooperative learning, effective processing of information, reflective teaching, critical thinking skills, and instructional approaches for self-directed student learning.

EDC505: Teaching and Managing Special Needs Students in the Least Restrictive Environment. Students focus on teaching and managing exceptional students in the mainstream classroom. Characteristics of exceptional students are analyzed. Instructional strategies as well as classroom and behavior management techniques for effectively integrating exceptional students into the mainstream classroom are emphasized.

EDC506: The Gifted and Talented Student/Elementary: Challenge and Responsibility. Students focus on the needs of gifted and talented students at the elementary level as a continuum of special education. Characteristics of gifted and talented children are analyzed. Identification procedures, classroom strategies, and teaching models for gifted and talented education are reviewed. Attention is given to gifted and talented students identified as needing special education services under P. L. 94--142.

EDC510: Substance Abuse: Information, Detection, Treatment, and Prevention. This course is designed to prepare elementary and secondary educators to deal with the problems of troubled children and adolescents, including exceptional ones, in relation to substance abuse. Drug information, drug detection and treatment, and drug prevention curricula appropriate to the

cognitive abilities and moral understanding of the children for whom they are designed are examined. Policies, teaching strategies, peer leadership and peer intervention strategies, media, and learning centers, and other resources used in drug education are studied.

EDC511: Sexuality in Personality Development and Sex Education. This is a survey course with an overview of human sexuality in the ongoing development of persons, including persons with special needs, through childhood, adolescence, and adulthood. The content is a solid knowledge base in relation to sex, healthy attitudes toward sex, sexually transmitted diseases (STDs), including AIDS. The complementary and cooperative roles of the school and family in sex education are examined. Curricula, policies, and teaching strategies dealing with sex education, K-12, are studied.

EDC512: At-Risk Children and Youth in Crisis/Including Special Needs Students. The effects of the dysfunctional family, community, and society on the development of children and youth are examined. The special needs of these youngsters are viewed through special education, regular education, and other support services. The focus is on children from birth through high school age. Special topics include the effects on students and their families of divorced or substance-abusing parents, child abuse, runaway children, teenage sex, pregnancy, and suicide education. Effective intervention strategies are presented as well as the related implications for dropout prevention programs.

EDC515: Managing Special Needs Students. Effective classroom and behavior management strategies for special needs students are examined. Management strategies for the special education classroom and mainstream classroom are explored. A variety of behavior management theories are reviewed.

EDC516: Collaboration in Special and Regular Education/Elementary. Effective collaboration strategies for special needs students at the elementary school level are examined. Collaborative approaches among special education and regular education teachers, other professionals, students, and parents are presented.

EDC517: Students with Behavioral Disorders/Emotional Disorders. The characteristics of special needs students with behavioral disorders/emotional problems are examined. Instructional approaches for these students, as well as appropriate curriculum development, are studied.

EDC518: Issues and Approaches for Educating the Deaf and Hearing Impaired. The psychology, principles, and practices of educating the deaf and hearing impaired are explored. Students have the opportunity to acquire skills enabling them to access, plan, and implement materials leading to effective teaching methods and communication with the deaf, hearing impaired, and multihandicapped deaf individuals and their families.

EDC519: Language and Learning: Communication Disorders and Learning in the Classroom. Disorders in both the expressive and receptive aspects of language are explored as they impact on a child's academic performance. Various topics within language disorders are reviewed with the aim of identifying areas of academic difficulty and methods of intervention. Recent trends in the research on literacy development are examined as they apply to students with communication disorders. Students' language and learning at all grade levels are addressed (early childhood, elementary, secondary, and post-secondary).

EDC520: Earth Science and Physical Science: Inquiry Approaches for the Elementary School Classroom. Students study earth science and physical science concepts appropriate for the elementary school classroom. The major instructional approach is the use of inquiry-based teaching along with problem-solving strategies. Emphasis is placed on the development of the process skills of science as a means of learning science concepts. Wherever appropriate, science and math concepts are integrated. Students are expected to develop, present, and critique inquiry-based science lessons. Attention is given to appropriate evaluation strategies consistent with inquiry-based teaching.

EDC521: Elementary School Math and Science: An Integrated Approach (formerly EDC525). Through the use of problem-solving situations students explore effective strategies for integrating math and science in elementary school classrooms. Students study innovative programs that encourage the integration of math and science. Students are expected to develop, present, and critique integrated lessons.

EDC523: Ecology/Environmental Education for Elementary School Teachers. This course is a survey of current global ecological and environmental problems with practical activities for student implementation on the elementary level. Topics addressed with their ensuing problems include energy, the greenhouse effect, acid rain, pollution, waste disposal, carcinogens, reforestation, strip mining, conservation, preservation, genetic engineering, and biotechnology.

EDC525: Mathematics Curriculum. In this course, students research and critique mathematics curriculum K-12 and current educational mathematics curriculum projects and programs on the national and international level. Emphasis is on the development of an understanding of Mathematics Education.

EDC530: Final Project/Research Paper Seminar. In this seminar students gain knowledge from bringing together the previous courses in a major, quality research project or research paper that addresses a specific problem area in an educational setting. This project/paper should have potential for practical and systematic improvement of education in the student's local and other school sites. This capstone course involves scheduled class meetings as well as individualized meetings with the instructor. *Prerequisite: Completion of twenty-four (24) hours of course work and approval of the Program Director.*

MASTER OF SCIENCE - HEALTH SERVICES ADMINISTRATION

RATIONALE

The Master of Science program in Health Services Administration is designed to meet the growing need to develop professionals in health services delivery, planning, and administration. It has been implemented within the University's historical and continuing commitment in the Christian tradition not only to develop technical knowledge and skills but also to inculcate personal values and professional responsibility to better meet the needs of others.

The curriculum is designed to provide basic knowledge of skills necessary for the professional administrator and allows some flexibility for tailoring the program to match individual needs and varied backgrounds.

The program is directed and taught by health service professionals and other specialists in the field who blend theoretical foundations with practical applications in a variety of health care settings.

REQUIREMENTS

The student is recommended for the Master of Science degree in Health Services Administration upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Health Services Administration.

Internship Requirements

The program requires an internship experience in which the student becomes involved in an administrative setting to learn and appreciate the intricacies of administration and to apply knowledge and talents developed through course work.

The internship may take place in a variety of settings, including but not limited to hospitals, mental health facilities, long-term care facilities, regulatory agencies, third-party payors, proprietary and nonproprietary systems, or state and national associations. The internship should be geared toward the field of endeavor in which the student will likely direct future activities or develop expertise in supplementary areas for policy or consulting. The internship is planned with the ad hoc committee to be implemented near the end of the graduate program. The student discusses internship possibilities with the ad hoc committee, assesses opportunities suited to career plans, and develops a proposal for specific placement.

A three (3) credit internship involves a minimum of one hundred and fifty (150) hours of participation in a practice setting. This requirement can be waived with a course substitution if, in the judgment of the ad hoc committee, the candidate already possesses sufficient administrative experience to preclude the necessity of the internship.

Research Requirement (3)

HUM/HSA500: Research Seminar

Required Courses (30)

HSA501: Introduction to Health Services (See course description)

HSA505: Health Care Marketing

HSA512: Management Information Systems

HSA519: Health Care Finance
 HSA525: Ethics for Health Professionals
 HSA528: Health Policy
 HSA533: Health Law
 HSA542: Nursing Administration (See course description)
 HSA543: Public Health Administration
 HSA590: Internship in Health Services Administration
 MGT/HSA509: Management of Human Resources

Elective Courses: Choice of one elective (3)

HSA540: Health Care and the Older Citizen
 HSA560: Contemporary Issues in Health Care Administration
 HSA580-589: Special Topics
 HSA591-599: Independent Study/Research
 HLC532: Psychology of Group Processes
 MGT526: Financial Accounting
 MGT555: Advanced Management and Organizational Theory
 MGT561: Financial Management
 MGT568: Human Relations Seminar
 MGT575: Strategic Management and Business Policy

Research Requirement

HUM/HSA500: Research Seminar. In this course, students learn and practice research techniques required for graduate studies in the various disciplines. They study such style manuals as Turabian, MLA, and APA. They become acquainted with data base searching and with preparing and writing reports, term papers, research papers, and a thesis. **NOTE:** This course must be taken in the first year of the program.

Required Courses

HSA501: Introduction to Health Services. Students study the American Health Care systems and the process by which Health Care services are provided. Students are provided with a comprehensive overview of the health care industry--its historical development, current issues, and future trends. Current issues in the delivery of health services are also discussed. This course is required for the student without previous experience or courses in health care systems. Registered Nurses will take HSA542: Nursing Administration in lieu of this course. Other students with experience in health care may substitute an appropriate elective.

HSA505: Health Care Marketing. Students are introduced to basic marketing principles and practices as they relate to the health services industry. They examine needs of the consumer, target market concepts, strategies for attaining goals, current market practices, cost-benefit analysis, ethical considerations, and marketing resources. The development of positive relationships within an organization is explored as a marketing strategy. This includes the examination and role in the marketing of employees, physicians, patients, and the community.

HSA512: Management Information Systems. The student is introduced to the computer and to microprocessing both as management and research tools. The uses as well as limitations of the computer are examined. Topics include the use of computers as a device for financial and inventory control, personnel administration, and functions relating to payroll, planning, and patient care. Current issues in the design of control systems both for the administration of institutions and for managing patterns of patient care are also included.

HSA519: Health Care Finance. The student is provided with a conceptual and practical foundation in health care finance. The course begins with an overview of the health care environment and the introduction of financial concepts through review and analysis of financial statements. Class discussions address the development and use of revenues; identification of operating expenses; strategies to contain costs; and the financial interaction between health care providers and third-party payors. Class presentations and a term paper provide an opportunity for students to research and discuss current health care financial topics.

HSA525: Ethics for Health Professionals. Students explore the current and recurring ethical issues that face the health professional in today's health care environment. Topics include the right to refuse treatment; the right to die; organ donation; allocation of resources; and issues related to health care reimbursement and administration, such as cost containment and quality assurance. Informed consent, confidentiality, paternalism, autonomy, professional codes are also examined. Traditional theories of ethics as well as decision making models are also examined.

HSA528: Health Policy (formerly Health Planning). Students focus on three major areas that contribute to the establishment of National Health Policies: Health Planning, Health Research, and Health Services. It examines the methodology for policy planning, goal setting, the allocation of resources, plan implementation, evaluation, and regulation. Health Policy as it relates to Health Research involves discussion of major illnesses/diseases, environmental factors, new technology and health research, and the social, political, and economic factors influencing policy development.

HSA533: Health Law. Students examine the law relating to Health Care Administration. Topics included in this course are the physician-patient relationship, negligence, the institution-patient relationship, right to medical care, consent to treatment and the law pertaining to family planning, medical records, hospital liability, and the institution-physician relationship.

HSA542: Nursing Administration. Students are provided with an opportunity for the registered nurse student to investigate advanced concepts of management and apply them to the administration of a Nursing Department in a variety of health care settings. An in-depth discussion of the goals, structures, processes, resources and controls as they pertain to Nursing Administration is included. *Prerequisite: Registered Nurse Students.*

HSA543: Public Health Administration. Health care professionals receive instruction in the role and responsibilities of Public Health in the United States. Students are provided with a comprehensive overview of such issues as the scope of public health and its impact on the lives of citizens as well as society. Students also examine issues regarding preventing disease, prolonging life, and promoting good health through organized community effort. Questions relating to the responsibility of the Health Care Professional in the areas of public health are addressed.

HSA590: Internship in Health Services Administration. The student is provided with an opportunity to obtain experience in the administrative aspects of health care under the supervision of practicing professionals. The Internship involves participation in a practice setting one day each week for a fifteen week period with a two-hour biweekly seminar. This experience gives the student the opportunity to apply the knowledge and skills obtained in courses to an administrative setting designed to meet individual and professional goals. Students must meet with their advisor to discuss plans for the Internship the semester prior to beginning it. This experience is implemented during the final semester in the program. Students with administrative experience take an elective in lieu of the internship if approved by the student's ad hoc committee.

MGT/HSA509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruiting, selection, development, utilization, and accommodation to human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

Elective Courses

HSA540: Health Care and the Older Citizen. Students examine the Political, Social, Economic and Health Care issues relative to older people. They also cover Housing, Health and Social Programs, Long-Term Care, Reimbursement and Public Policy as they affect older citizens and their families. Past, present, and future trends affecting the aging population are also explored.

HSA560: Contemporary Issues in Health Care Administration. Students are provided with the opportunity to explore and apply their knowledge of current issues and trends related to the theory and practice base of health care administration. Using a seminar approach, they focus on the current and future trends in the delivery of health care and the responsibility of the health professional in responding to these changes.

HSA580-589: Special Topics in Health Services Administration. Students are provided with an opportunity to explore topics of special interest related to Health Services Administration.

HSA591-599: Independent Study/Research. This research course is a directed study of independently selected topics in Health Services Administration. Proposals for topics are approved by the faculty member who will supervise the independent study, the Program Director, and the Graduate Dean.

HLC532: Psychology of Group Processes. Students explore the various dimensions of the group process. In keeping with the theme of self-realization that characterizes this graduate program, students explore their ability to function in groups in the light of their personal history in groups. Personal strengths for leadership in one's professional setting are studied. The uses of art and movement are investigated as tools for facilitating group process.

MGT526: Financial Accounting. In this course, students are introduced to the theory and practice of accounting, including the basic accounting equation, the accounting cycle, the preparation of financial statements, and an analysis of these statements based upon an understanding of generally accepted accounting principles.

MGT555: Advanced Management and Organizational Theory. This course is designed to help the student examine the deeper structure of behavior in organizations and to apply that knowledge to designing, planning, directing, and controlling organizations. Students examine new concepts in motivation, advanced communications and management information systems, dynamics of decision making, technology and structure design, and organizational development.

MGT561: Financial Management. Students become acquainted with the tools and instruments financial managers employ in providing a financial program for current operations and long-term needs. Emphasis is placed on current practice in industry. To this end, the investment, financing, and evaluation decisions of various economic units are investigated. The objective is to show the application of finance theory to current management issues.

MGT568: Human Relations Seminar. This seminar provides a forum for integrating into a personal framework the major organizational theories of management for any complex organization. Students have the opportunity to learn the importance of human problems to managers in terms of decision making, efficiency, and effectiveness.

MGT575: Strategic Management and Business Policy. This capstone course enables students to concentrate on the determination and implementation of corporate strategy. The student takes the point of view of a senior executive who must integrate the activities of marketing, finance, production, and research and development. Major topics are the determination of corporate strategy and the relationship between a firm's economic strategy and the personal values of senior executives.

GRADUATE EXTENSION STUDY

RATIONALE

Graduate Extension Study is an alternative process to the traditional classroom approach to learning. Detailed study guides prepared by faculty members provide a structured, step-by-step approach in learning while allowing students flexibility in time and place of study. The process involves a one-on-one relationship with instructors who guide the learning and monitor the student's progress through the courses via the exchange of written comments and telephone conversations.

The Graduate Extension Study alternative is designed to meet the needs of students whose personal and professional circumstances make regular on-campus study impossible. Courses at the graduate level as well as extension programs leading to the completion of requirements for the Master's degree are available for eligible students.

GRADUATE EXTENSION STUDY PROCESS

When students register for a course, complete course packages along with the name of the instructor are mailed to the student. The packages are structured in modules. In most cases, the final module of a package is the final examination.

Once the student has submitted an assignment, the instructor corrects the material and communicates the comments to the student. Specific requirements relate to each course and are contained in the course modules.

ELIGIBILITY

Students who possess an undergraduate degree from an accredited college or university and who have the demonstrated ability to complete graduate study are eligible to apply for admission to the **GRADUATE EXTENSION STUDY**.

ADMISSION

Students applying to the University to undertake course work through Graduate Extension Study must complete the application process as outlined on page 3 in this directory. At the time of a personal interview, students should indicate they are interested in pursuing a graduate program leading towards a Master's degree through Graduate Extension Study. These students should refer to the Application for a Specific Program as outlined in this catalog as pages 4-14.

GENERAL REQUIREMENTS

Course Work

Students through the Graduate Extension Study process will earn credit toward their graduate Extension Graduate Study program. All students must have earned a minimum of 30 credit hours.

GRADUATE EXTENSION STUDY

RATIONALE

Graduate Extension Study is an alternative process to the traditional classroom approach to learning. Detailed study guides, prepared by faculty members, provide a structured, step-by-step approach to learning while allowing students flexibility in time and place of study. The process involves a one-on-one relationship with instructors, who guide the learning and monitor the student's progress through the courses via the exchange of written comments and telephone conversations.

The Graduate Extension Study alternative is designed to meet the needs of students whose personal and professional circumstances make regular on-campus study impossible. Courses at the graduate level as well as systematic programs leading to the completion of requirements for the Master's degree are available for eligible students.

GRADUATE EXTENSION STUDY PROCESS

When students register for a course, complete course packages along with the name of the instructor are sent to the student. All courses are structured in modules. In most cases, the final module of a course is the final examination.

Once the student has submitted an assignment, the instructor corrects the material and communicates the comments to the student. Specific requirements relate to each course and are contained in the course modules.

ELIGIBILITY

Individuals who possess an undergraduate degree from an accredited college or university and who have the determination and ability to complete graduate academic work are eligible to apply for admission to the University for course work through Graduate Extension Study.

ADMISSION

Students applying to the University to undertake course work through Graduate Extension Study must complete the application process as outlined on page 8 in this catalog. At the time of application, potential students should indicate if they are interested in pursuing a systematic program leading towards a Master's degree through Graduate Extension Study. These students should refer to the "Application For a Specific Program" as outlined in this catalog on pages 9-10.

GENERAL REQUIREMENTS

Grades:

Grading through the Graduate Extension Study process is the same as that indicated under "Student Evaluation - Graduate Studies" in this catalog. Students should read carefully pages 18-19.

Registration:

Students may be registered for no more than two (2) courses through Graduate Extension Study at any one time.

On-Campus Degree Credit:

Students enrolled in an on-campus graduate program leading to a Master's degree may not take a Graduate Extension Study course for credit toward that degree without written permission of the Master's Program Director prior to enrollment in the Graduate Extension Study course.

TIME

Courses:

Six (6) months is the time limit established for the completion of each course. The time designated as the start time of the course is three (3) days following the initial mailing of the course material to the student. Students failing to complete the work will have earned a grade of "F" which will be recorded by the Instructor.

Students unable to complete the work within the designated time for a course should read carefully the guidelines for the "incomplete process" and the "course withdrawal process" found in this catalog.

MASTER'S DEGREE

All program work for a Master's degree through Graduate Extension Study must be completed within five (5) years, beginning with the date of completion of the first course applied toward the degree.

Residency:

An on-campus residency program is required for all Graduate Extension Programs leading to the Master's degree. These vary in length and are specific to each degree program.

Master's Degrees:

Two Master's degrees may be pursued through Graduate Extension Study

- | | |
|-------------------|---------------------------|
| Master of Arts | - International Relations |
| Master of Science | - Management |

Degree requirements through Graduate Extension Study are detailed for each of these programs.

Courses:

Courses, in addition to those which comprise the Master's degree programs, that may be taken for graduate credit through Graduate Extension Study are listed under the academic disciplines.

TUITION AND FEES

Tuition and fees are subject to change without notice. The University reserves the right to change any of the general or specific fees. All charges are payable in advance. No registration is complete until full financial obligations are met by each student. See the current edition of the University Fee Structure.

INR524: Africa's Global Perspectives

Students analyze the fundamental role of Africa in the world and the role of Africa in the world. The course is designed for those seeking a broader and deeper understanding of the contemporary world and of the role of Africa in the world. The course is designed for those seeking a broader and deeper understanding of the contemporary world and of the role of Africa in the world. The course is designed for those seeking a broader and deeper understanding of the contemporary world and of the role of Africa in the world.

INR551: Contemporary Problems in Central and Latin America

Students analyze the fundamental role of Central and Latin America in the world and the role of Central and Latin America in the world. The course is designed for those seeking a broader and deeper understanding of the contemporary world and of the role of Central and Latin America in the world. The course is designed for those seeking a broader and deeper understanding of the contemporary world and of the role of Central and Latin America in the world.

INR552: Contemporary Problems in Central and Latin America

Students analyze the fundamental role of Central and Latin America in the world and the role of Central and Latin America in the world. The course is designed for those seeking a broader and deeper understanding of the contemporary world and of the role of Central and Latin America in the world. The course is designed for those seeking a broader and deeper understanding of the contemporary world and of the role of Central and Latin America in the world.

INR553: The Middle East

Students analyze the fundamental role of the Middle East in the world and the role of the Middle East in the world. The course is designed for those seeking a broader and deeper understanding of the contemporary world and of the role of the Middle East in the world. The course is designed for those seeking a broader and deeper understanding of the contemporary world and of the role of the Middle East in the world.

INR590: Thesis

Students are required to complete an on-campus residency program that is usually offered during the summer months. The course is designed for those seeking a broader and deeper understanding of the contemporary world and of the role of the Middle East in the world. The course is designed for those seeking a broader and deeper understanding of the contemporary world and of the role of the Middle East in the world.

HUM500: Research Seminar. In this course, students learn and practice research techniques required for graduate studies in the various disciplines. They study such style manuals as Turabian, MLA, and APA. They become acquainted with data base searching and with preparing and writing reports, term papers, research papers, and a thesis. NOTE: This course must be taken in the first year of the program.

HUM501: Ethical Perspectives on Global Issues. Students examine and compare the ethical standards and approaches of Western and non-Western moralists in the resolution of major moral issues. Readings include such topics as nuclear proliferation, the search for peace, ecological issues, world hunger, and genetic engineering.

MASTER OF ARTS - INTERNATIONAL RELATIONS GRADUATE EXTENSION STUDY

RATIONALE

This program in International Relations provides opportunities for the student to focus on the world not only as it is, but also as it could be in the light of the enduring central values of the world's great civilizations. The courses are designed for those seeking a broader and deeper understanding of the contemporary world and of the often perplexing moral and ethical issues behind the daily headlines. Students critically examine the dominant institutions, ideologies, forces, trends, events, and actors currently impinging upon the human family. While analyzing the causes of international unrest and the challenges to peace, students have opportunities to pursue new avenues that might lead to global harmony and justice.

REQUIREMENTS

The student is recommended for the Master of Arts degree in International Relations upon the successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in International Relations.

The student's program of study for the Master of Arts in International Relations consists of thirty-six (36) approved graduate credits from the following:

- HUM500: Humanities Research Seminar
- HUM501: Ethical Perspectives on Global Issues
- INR502: Foundations of International Relations
- INR504: Public International Law
- INR524: Africa's Global Perspectives
- INR550: North American International Relations
- INR561: Contemporary Problems in Central and South America
- INR568: Contemporary International Issues
- INR586: The Middle East
- INR580-589: Special Topics
- INR590: Thesis

Residency:

Students are required to complete an on-campus residency program that is usually offered during the summer. HUM500 and INR550 are completed during this residency. In addition, the student's ad hoc committee meets with the student to determine the matriculation status. Previous graduate work is considered, and the program for the student is reviewed and approved.

COURSE DESCRIPTIONS

HUM500: Research Seminar. In this course, students learn and practice research techniques required for graduate studies in the various disciplines. They study such style manuals as Turabian, MLA, and APA. They become acquainted with data base searching and with preparing and writing reports, term papers, research papers, and a thesis. **NOTE:** This course must be taken in the first year of the program.

HUM501: Ethical Perspectives on Global Issues. Students examine and compare the ethical standards and approaches of Western and non-Western moralists in the resolution of major moral issues. Readings include such topics as nuclear proliferation, the search for peace, ecological issues, world hunger, and genetic engineering.

INR502: Foundations of International Relations. Students explore the salient issues involving conflict or cooperation in contemporary international politics. The major topics include nation-state systems; struggle for power among nations; continuities and changes in current international relations; the role of diplomacy, ideology, economics, military force, war, nuclear weapons, international law and organizations; the quest for community; and the relationship of moral and religious values to some of the problems of international relations.

INR504: Public International Law. Students examine the role international law plays in today's dynamic world. Topics include the ever-evolving concepts of legal order, jurisdiction, territoriality, nationality, extradition, and sovereignty over land, sea, and air space, as well as the broadening impact of human rights, statehood, diplomacy, treaties, and international economic regulations. Students examine, too, the ongoing quest to regulate the use of force, including United Nations peacekeeping operations.

INR524: Africa's Global Perspectives. Students analyze the fundamental factors influencing the relations of contemporary African states within the continent and with the outside world. Such factors as African social, economic, political, and cultural developments are considered, as well as reaction to African developments by other states.

INR550: North American International Relations. Topics studied include the postwar "revolution" in North American foreign policy and the effects of rapid change and economic ecological crisis on that policy.

INR561: Contemporary Problems in Central and South America. Students focus on the major political, social, and economic problems facing Central and South America today. They examine the political culture and processes, political interest groups, and the solutions proposed by constitutional, military, and leftist regimes to the problem of political instability. Other issues discussed are economic underdevelopment and dependency, including demographic problems, urbanization, and agrarian reform.

INR568: Contemporary International Issues. Major problems in international relations are analyzed in a seminar on a selected case-study basis. Topics include global concerns ranging from nuclear proliferation through international terrorism to world overpopulation, hunger, degradation of the global environment, and a new international economic order.

INR586: The Middle East. Students examine the following interrelated subject areas in an effort to better understand how they influence and shape events in the Middle East: the Peoples of the Middle East, Islam, the Arab-Israeli Problem, Oil, Iran's Revolution, the Iran-Iraq War, the Iraq-Kuwait War, and Gulf Security.

INR580-589: Special Topics and/or Seminar. Students are provided with an opportunity to explore topics of special interest related to International Relations.

INR590: Thesis. The student writes a thesis under the direction of a faculty member with special competence in the subject matter of the thesis. Prerequisite: Approval by the student's ad hoc committee.

MASTER OF SCIENCE - MANAGEMENT GRADUATE EXTENSION STUDY

RATIONALE

This program is designed to provide a systematic approach through Graduate Extension Study to pursue educational opportunities leading to a Master of Science degree in Management. The course work is integrated to provide a solid foundation in theory and practice. The integration of information systems into the management role is a unique element of the program.

REQUIREMENTS

The student is recommended for the Master of Science degree in Management upon the successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Management.

The student's program of study for the Master of Science in Management consists of thirty-six (36) graduate credits as follows:

- MGT500: Business Research Methods
- MGT501: Organizational Theory and Behavior
- MGT503: Law and Business Organizations
- MGT509: Management of Human Resources
- MGT518: Principles of Economics
- MGT526: Financial Accounting
- MGT530: Marketing Management
- MGT540: Ethics for Management: Theory and Practice
- MGT555: Advanced Management and Organizational Theory
- ISS501: Structured Systems Analysis and Design
- ISS532: Distributed Data Processing, Networks, and Telecommunications
- ISS540: Decision Support Systems

Residency:

Students are required to complete an on-campus residency program that is usually offered during the summer. MGT500 and MGT509 are completed during this residency. In addition, the student's ad hoc committee meets with the student to determine matriculation status. Previous graduate work is considered, and the program for the student is reviewed and approved.

COURSE DESCRIPTIONS

MGT500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. **NOTE:** This course must be taken in the first year of graduate studies.

MGT501: Organizational Theory and Behavior. In this course, students address the application of organizational theory to management functions. In addition, they consider the integration of the individual into the organization, and they examine the human factor in organizational dynamics.

MGT503: Law and Business Organizations. Course content concentrates on the legal aspects of business organizations. The laws controlling agency, partnerships, and corporations are examined.

Emphasis is on the rights, duties, and liabilities surrounding principal, agent, partner, shareholder, officer, and director.

MGT509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruiting, selection, development, utilization, and accommodation to human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

MGT518: Principles of Economics. This course provides a survey of micro and macroeconomics theory with an emphasis on material vital to managerial decision making. Consideration is given to the economic behavior of firms, in particular price theory, production theory, and the analytics of economic analysis. The determination of national income, monetary and fiscal policy, and international trade are topics addressed.

MGT526: Financial Accounting. In this course, students are introduced to the theory and practice of accounting, including the basic accounting equation, the accounting cycle, the preparation of financial statements, and an analysis of these statements based upon an understanding of generally accepted accounting principles.

MGT530: Marketing Management. Students survey the role of marketing in business and in society. Topics studied are consumer behavior, market segments, product positioning, new product development and policy, pricing, distribution, advertising, and sales management. Background material enhances case analysis in weighing market factors in management. *Prerequisite: MGT501.*

MGT540: Ethics for Managers: Theory and Practice. Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

MGT555: Advanced Management and Organizational Theory. This course is designed to help the student examine the deeper structure of behavior in organizations and to apply the knowledge to designing, planning, directing, and controlling organizations. Students examine new concepts in motivation, advanced communications and management information systems, dynamics of decision making, technology and structure design, and organizational development.

ISS501: Structured Systems Analysis and Design. Students examine the elements of structured systems analysis and design and the system life-cycle method for developing and implementing computer-based information systems. The course includes the following topics: data gathering and analysis techniques, prototyping, problem decomposition, project management, and human factors in implementing automated systems. *Prerequisite: Familiarity with business computer systems. (Prerequisite may be satisfied by ISS101)*

ISS532: Distributed Data Processing, Networks, and Telecommunications. Distributed data processing, local area networks (LAN), data communications, and network administration as applied to integrated voice/data networks are topics treated in this course. *Prerequisite: ISS501.*

ISS540: Decision Support Systems. Decision Support Systems, especially their feasibility and implementation in the functional area of a business entity and in strategic business planning, are the main topics covered in this course. *Prerequisite: ISS501.*

GRADUATE COURSES - GES

The following courses may be taken through the Graduate Extension process. These courses are for graduate credit.

ACCOUNTING

ACC550: Current Accounting Theory. Students examine accounting theory and practice, with an emphasis on financial accounting and managerial accounting. *Prerequisite:* ACC530.

HEALTH SERVICES ADMINISTRATION

HSA501: Introduction to Health Services. Students study the American Health Care systems and the process by which Health Care services are provided. Students are provided with a comprehensive overview of the health care industry--its historical development, current issues, and future trends. Current issues in the delivery of health services are also discussed. This course is required for the student without previous experience or courses in health care systems. Registered Nurses will take HSA542: Nursing Administration in lieu of this course. Other students with experience in health care may substitute an appropriate elective.

HSA528: Health Policy (formerly Health Planning). Students focus on three major areas that contribute to the establishment of National Health Policies: Health Planning, Health Research, and Health Services. It examines the methodology for policy planning, goal setting, the allocation of resources, plan implementation, evaluation, and regulation. Health Policy as it relates to Health Research involves discussion of major illnesses/diseases, environmental factors, new technology and health research, and the social, political, and economic factors influencing policy development.

HSA540: Health Care and the Older Citizen. Students examine the Political, Social, Economic and Health Care issues relative to older people. They also cover Housing, Health and Social Programs, Long-Term Care, Reimbursement and Public Policy as they affect older citizens and their families. Past, present, and future trends affecting the aging population are also explored.

HSA543: Public Health Administration. Health care professionals receive instruction in the role and responsibilities of Public Health in the United States. Students are provided with a comprehensive overview of such issues as the scope of public health and its impact on the lives of citizens as well as society. Students also examine issues regarding preventing disease, prolonging life, and promoting good health through organized community effort. Questions relating to the responsibility of the Health Care Professional in the areas of public health are addressed.

HOLISTIC COUNSELING

HLC515: Assessment. Students explore the traditional methods of client diagnoses. They bridgebuild with the psychiatric model and network with available community resources. Speaking the language of the Diagnostic and Statistical Manual and the more quantitative models, legal issues and crisis intervention, projective testing, networking, and positive contributions to working with the mental health system are covered.

HLC529: Social Psychology. This course enables students to consider social and psychological approaches to understanding human behavior. Attention is given to such topics as attitude formation and change, illusory thinking, conformity, persuasion, group influence, aggression, altruism, prejudice, attraction, and conflict.

HLC541: Psychology of Personality. Students investigate personality theories within the philosophical context of psychoanalysis, behaviorism, and existentialism. The development of healthy personalities is studied in detail.

HLC553: Evaluation. This is a course designed to explore various methodologies in research and problem solving in the domain of human development. Approaches deriving from both the positivist and post-positivist philosophies are examined and relevant applications discussed. Emphasis is placed on the art of interviewing and the ability to listen as essential dimensions of the evaluative process. The chief function of this course is to review basic statistics and psychometric procedures. It is oriented to research, with special attention to how to read discriminatingly in the professional literature and how to evaluate one's own approaches to counseling. It puts emphasis on generating qualitative approaches to evaluating human beings. The course should be taken midway through the program, for it helps the student to prepare for the exit project.

HUMANITIES

HUM500: Research Seminar. In this course, students learn and practice research techniques required for graduate studies in the various disciplines. They study such style manuals as Turabian, MLA, and APA. They become acquainted with data base searching and with preparing and writing reports, term papers, research papers, and a thesis. **NOTE:** This course must be taken in the first year of the program.

HUM501: Ethical Perspectives on Global Issues. Students examine and compare the ethical standards and approaches of Western and non-Western moralists in the resolution of major moral issues. Readings include such topics as nuclear proliferation, the search for peace, ecological issues, world hunger, and genetic engineering.

INTERNATIONAL RELATIONS

INR502: Foundations of International Relations. Students explore the salient issues involving conflict or cooperation in contemporary international politics. The major topics include nation-state systems; struggle for power among nations; continuities and changes in current international relations; the role of diplomacy, ideology, economics, military force, war, nuclear weapons, international law and organizations; the quest for community; and the relationship of moral and religious values to some of the problems of international relations.

INR504: Public International Law. Students examine the role international law plays in today's dynamic world. Topics include the ever-evolving concepts of legal order, jurisdiction, territoriality, nationality, extradition, and sovereignty over land, sea, and air space, as well as the broadening impact of human rights, statehood, diplomacy, treaties, and international economic regulations. Students examine, too, the ongoing quest to regulate the use of force, including United Nations peacekeeping operations.

INR524: Africa's Global Perspectives. Students analyze the fundamental factors influencing the relations of contemporary African states within the continent and with the outside world. Such factors as African social, economic, political, and cultural developments are considered, as well as reaction to African developments by other states.

INR550: North American International Relations. Topics studied include the postwar "revolution" in North American foreign policy and the effects of rapid change and economic ecological crisis on that policy.

INR561: Contemporary Problems in Central and South America. Students focus on the major political, social, and economic problems facing Central and South America today. They examine the political culture and processes, political interest groups, and the solutions proposed by constitutional, military, and leftist regimes to the problem of political instability. Other issues discussed are economic underdevelopment and dependency, including demographic problems, urbanization, and agrarian reform.

INR568: Contemporary International Issues. Major problems in international relations are analyzed in a seminar on a selected case-study basis. Topics include global concerns ranging from nuclear proliferation through international terrorism to world overpopulation, hunger, degradation of the global environment, and a new international economic order.

INR586: The Middle East. Students examine the following interrelated subject areas in an effort to better understand how they influence and shape events in the Middle East: the Peoples of the Middle East, Islam, the Arab-Israeli Problem, Oil, Iran's Revolution, the Iran-Iraq War, the Iraq-Kuwait War, and Gulf Security.

INR580-589: Special Topics and/or Seminar. Students are provided with an opportunity to explore topics of special interest related to International Relations.

INR590: Thesis. The student writes a thesis under the direction of a faculty member with special competence in the subject matter of the thesis. Prerequisite: Approval by the student's ad hoc committee.

INFORMATION SYSTEMS SCIENCE

ISS501: Structured Systems Analysis and Design. Students examine the elements of structured systems analysis and design and the system life-cycle method for developing and implementing computer-based information systems. The course includes the following topics: data gathering and analysis techniques, prototyping, problem decomposition, project management, and human factors in implementing automated systems. *Prerequisite: Familiarity with business computer systems. (Prerequisite may be satisfied by ISS101)*

ISS531: Computer Integrated Manufacturing. Forecasting, scheduling, inventory and accounting systems are the baseline from which the following topics are explored: manufacturing operations, networking, robotics, integrated systems, user ergonomics, computer economics, and the world network. *Prerequisite: ISS501.*

ISS532: Distributed Data Processing, Networks, and Telecommunications. Distributed data processing, local area networks (LAN), data communications, and network administration as applied to integrated voice/data networks are topics treated in this course. *Prerequisite: ISS501.*

ISS540: Decision Support Systems. Decision Support Systems, especially their feasibility and implementation in the functional area of a business entity and in strategic business planning, are the main topics covered in this course. *Prerequisite: ISS501.*

MANAGEMENT

MGT500: Business Research Methods. This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. **NOTE:** This course must be taken in the first year of graduate studies.

MGT501: Organizational Theory and Behavior. In this course, students address the application of organizational theory to management functions. In addition, they consider the integration of the individual into the organization, and they examine the human factor in organizational dynamics.

MGT503: Law and Business Organizations. Course content concentrates on the legal aspects of business organizations. The laws controlling agency, partnerships, and corporations are examined. Emphasis is on the rights, duties, and liabilities surrounding principal, agent, partner, shareholder, officer, and director.

MGT509: Management of Human Resources. This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruiting, selection, development, utilization, and accommodation to human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

MGT518: Principles of Economics. This course provides a survey of micro and macroeconomics theory with an emphasis on material vital to managerial decision making. Consideration is given to the economic behavior of firms, in particular price theory, production theory, and the analytics of economic analysis. The determination of national income, monetary and fiscal policy, and international trade are topics addressed.

MGT526: Financial Accounting. In this course, students are introduced to the theory and practice of accounting, including the basic accounting equation, the accounting cycle, the preparation of financial statements, and an analysis of these statements based upon an understanding of generally accepted accounting principles.

MGT530: Marketing Management. Students survey the role of marketing in business and in society. Topics studied are consumer behavior, market segments, product positioning, new product development and policy, pricing, distribution, advertising, and sales management. Background material enhances case analysis in weighing market factors in management. *Prerequisite: MGT501.*

MGT540: Ethics for Managers: Theory and Practice. Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

MGT555: Advanced Management and Organizational Theory. This course is designed to help the student examine the deeper structure of behavior in organizations and to apply the knowledge to designing, planning, directing, and controlling organizations. Students examine new concepts in motivation, advanced communications and management information systems, dynamics of decision making, technology and structure design, and organizational development.

BOARD OF TRUSTEES

Joseph A. Borella
Chairman and CEO
The Robinson Green Borella
Corporation

M. Kent Blum, RSM
Dr. Patricia's Consultant

M. Joseph Butler, RSM
Regional Community of Chicago

George L. Carney, Jr.
Chairman of the Board
Massachusetts Franchise Association,
Inc.

Brian Callaghan
Act. President
Carnahan Company

James C. Collins (emeritus)
Middletown, RI

Reid Chrysler
LaForce Casino Associates

Joseph E. DeBorja
President
Capital Properties, Inc.

M. Ronald Flaherty, RSM
Senior Advisor
Providence, RI

The Most Reverend Peter A. Gorman
Bishop of Providence, RI

William J. Giffney
Solutions Provider
Manager
Cibola Building Company

M. Allen Gray, RSM
Bishop of Albany
Providence, RI

Andrew M. Hunt (Chairman)
Vice President
Ridder, Peabody & Company, Inc.

J. Joseph Kress
Senior Vice President
G. William Miller & Company, Inc.

Rosemary LaBerte, RSM
Proprietor
Regional Community of Providence

Gloria Lefcourt
East Greenwich, RI

St. Mary's Monastery, RSM
Brighton, MA

Luella Morrison, RSM
President
Sales Regina University

Rita C. Monroe
Ridgewood, RI

Marypatricia Murphy, RSM
Treasurer
Regional Community of Providence

The Honorable Clarence K. Murray
[Supreme Court Justice]
Superior Justice
Providence Superior Court

John J. O'Neil, RSM
North Providence, RI

President
Chief Manufacturing Company

Charles F. Rogers, Jr.
Edwards & Angell
Providence, RI

TRUSTEES, ADMINISTRATION, FACULTY

BOARD OF TRUSTEES

Joseph A. Beretta
Chairman and CEO
The Robinson Green Beretta
Corporation

M. Noel Blute, RSM
St. Patrick's Convent

M. Josetta Butler, RSM
Regional Community of Chicago

George L. Carney, Jr.
Chairman of the Board
Massasoit Greyhound Association,
Inc.

Brian Cavanagh
Vice President
Cavanagh Company

James C. Colton [emeritus]
Middletown, RI

Peter Crowley
LaForge Casino Restaurant

Joseph R. DiStefano
President
Capital Properties, Inc.

M. Rosalia Flaherty, RSM
Sisters of Mercy
Pawtucket, RI

The Most Reverend Louis E. Gelineau
Bishop of Providence, RI

William J. Gilbane, Jr.
Senior Vice President/Regional
Manager
Gilbane Building Company

M. Andre Guay, RSM
Sisters of Mercy
Pawtucket, RI

Andrew M. Hunt [Chairman]
Vice President
Kidder, Peabody & Company, Inc.

J. Joseph Kruse
Senior Vice President
G. William Miller & Company, Inc.

Rosemary Laliberte, RSM
President
Regional Community of Providence

Gloria Lincourt
East Greenwich, RI

M. Mercy McAuliffe, RSM
Brighton, MA

Lucille McKillop, RSM
President
Salve Regina University

Rita C. Munroe
Ridgewood, NJ

Marypatricia Murphy, RSM
Treasurer
Regional Community of Providence

The Honorable Florence K. Murray
[Secretary/Treasurer]
Associate Justice
Rhode Island Supreme Court

Sheila O'Brien, RSM
North Providence, RI

Thomas A. Rodgers, Jr. [Vice Chairman]
President
Globe Manufacturing Company

Charles F. Rogers, Jr.
Edwards & Angell
Providence, RI

SALVE REGINA UNIVERSITY

INSTITUTIONAL PERSONNEL

Andrew M. Hunt (Chairman)
Vice President
Richard Kennedy & Company, Inc.
Chicago, Illinois

Joseph K. Hunt
Senior Vice President
O. Williams Miller & Company, Inc.
Chicago, Illinois

Robert W. Johnson, RSM
President
Regional Committee of Exchanges
Chicago, Illinois

John J. Johnson
East Chicago, Illinois

M. Mark McLaughlin, RSM
President
Chicago, Illinois

Joseph McLaughlin, RSM
President
Chicago, Illinois

Bill G. Morris
Chicago, Illinois

Marion J. Murphy, RSM
President
Regional Committee of Exchanges
Chicago, Illinois

The Honorable Philip H. Murphy
(Secretary/Treasurer)
Associate Justice
Illinois State Supreme Court

Frank O. Barry, RSM
Vice President
Chicago, Illinois

Thomas A. Rogers, Jr. (Vice Chairman)
President
Globe Manufacturing Company
Chicago, Illinois

Charles F. Rogers, Jr.
Edward & Arnold
Chicago, Illinois

Joseph A. Evans
Chairman and CEO
The National Life Insurance Corporation
Chicago, Illinois

M. Roy Blum, RSM
St. Paul's Church
Chicago, Illinois

M. Joseph Butler, RSM
Regional Committee of Chicago
Chicago, Illinois

George J. Carney, Jr.
Chairman of the Board
Metropolitan Commercial Association
Chicago, Illinois

John Cavanagh
Vice President
Cavanagh Company
Chicago, Illinois

James L. Coffey (President)
Midland, Illinois

Robert C. Coffey
LaPorte, Illinois

Joseph D. Coffey
President
Capital Properties, Inc.
Chicago, Illinois

M. Joseph Flannery, RSM
Chairman of the Board
Chicago, Illinois

The Most Reverend John E. Gorman
Bishop of Peoria, Illinois

William J. Gorman, Jr.
Senior Vice President Regional
Manager
Columbia Building Company
Chicago, Illinois

H. Arthur Gray, RSM
Bishop of Peoria, Illinois

FUNCTION	NAME	EXACT TITLE
Chair Board of Trustees	Andrew M. Hunt	Chair
President	Lucille McKillop, RSM Ph.D.	President
Administrative Council		
Chief Academic Officer Instruction/Curriculum/ Faculty	Christopher M. Kiernan, Ed.D.	Vice President/ Academic Dean
Graduate Studies/ Summer Sessions/Faculty	William Burrell, Ed.D.	Vice President/Dean Graduate Studies/Faculty
Development/Institutional Advancement/Alumni/ Research/Grants	M. Therese Antone, RSM Ed.D.	Vice President/ Institutional Advancement
Chief Business Officer	William B. Hall, M.B.A., C.P.A.	Director of Finance
University/State/Federal Relations/Financial Aid	Robert J. McKenna M.A., Ed.D.(h.c.)	Assistant to the President
Human Resources/ Support Services	Thomas Flanagan M.Ed.	Director of Administration
Student Personnel Officer	John J. Rok M.Ed.	Dean of Students
Deans		
Admissions	Roselina McKillop, RSM M.A.	Dean of Admissions
Campus Ministry	Diane L. Comerford M.A.	Dean of Campus Ministry
Directors		
Registration/Records	Frederick Promades M.S.	Registrar
Library	David Kim Ph.D.	Director of Library
Financial Aid	Lucile Flanagan M.A.	Director of Financial Aid
Alumni Association	Karen Rajkumar M.S.	Coordinator of Alumni/ Special Events
Residence Life	Frank Montecalvo M.A.	Director of Residence
University Health	Joan Megley, R.N. M.S.	Director of Health Services
University Activities/ Intramurals	Gerry Willis M.S.	Director of University Activities
Athletics	Lynn Sheedy B.A.	Director of Athletics

FULL-TIME FACULTY

Peter R. Alfieri
B.A., Rhode Island College
M.A., Middlebury College
D.M.L., Middlebury College
Assistant Professor of Spanish

Camille A. Allen
B.A., University of Rhode Island
M.Ed., Rhode Island College
C.A.G.S., Rhode Island College
Ph.D., University of Connecticut
Associate Professor of Education

George L. Andrade, Jr.
B.A., Eckerd College
M.P.A., University of New Haven
Assistant Professor of Physical
Education

M. Therese Antone, R.S.M.
B.A., Salve Regina University
M.A., Villanova University
M.Ed., Harvard University
Ed.D., Harvard University
Professor of Management and
Mathematics
Vice President/Institutional
Advancement

Ronald W. Atkins
B.A., Roger Williams College
M.A., Salve Regina University
Instructor of Management

Norma M. Bailey
B.A., Mary Washington College
M.A., Catholic University of America
Ph.D., University of Wisconsin
Professor of English

M. Philemon Banigan, R.S.M.
B.Ed., Catholic Teachers College
A.B., Salve Regina University
M.S., Catholic University of America
L.H.D., Salve Regina University
Professor of Chemistry (Emerita)

Jane Harrington Bethune
B.A., Salve Regina University
M.A., Tulane University
Ph.D., Tulane University
Associate Professor of Spanish

Gabriele Bleeke-Byrne
B.A., University of Rhode Island
M.A., Brown University
Ph.D., Brown University
Assistant Professor of Art

Leo J. Bottari
B.S., Stonehill College
M.S., University of Notre Dame
Associate Professor of Biology

M. Maurice Boyle, R.S.M.
B.A., Villanova University
M.S., Catholic University of America
Ph.D., St. Thomas Institute of Advanced
Study
Professor of Mathematics

Johnnie W. Britton
B.G.S., University of Nebraska
M.A., Claremont Graduate School
M.B.A., Claremont Graduate School
Assistant Professor of Management

Ralph Bucci, F.S.C.
B.A., Catholic University of America
M.A.T., Rhode Island College
M.F.A., George Washington University
Assistant Professor of Art

John Buckley, F.S.C.
B.A., Catholic University of America
M.A., Manhattan College
Ph.D., New York University
Professor of History

William Burrell
A.B., Fordham University
M.A., Boston University
Ed.D., Harvard University
Professor of English and Education
Vice President/Dean of Faculty/Dean of
Graduate Studies

Mary E. Byrd
B.S., State University at Brockport
M.S., Syracuse University
Assistant Professor of Nursing

Joan Chapdelaine
B.S., Salve Regina University
M.S., Boston University
M.S., Salve Regina University
Ph.D., Walden University
Associate Professor of Health Services
Administration

John Childs
B.S., Manhattan College
M.F.A., Catholic University of America
M.S., Brooklyn College
Ed.D., University of Tennessee
Professor of Human Development

Patricia Combies, R.S.M.
B.A., Salve Regina University
M.A., Rhode Island College
Ph.D., Carnegie-Mellon University
Assistant Professor of English

Diane Lowe Comerford
B.A., Salve Regina University
M.A., Salve Regina University
Instructor of English
Dean of Campus Ministry

Prudence Croke, R.S.M.
B.Ed., Catholic Teachers College
A.B., Salve Regina University
M.A., Catholic University of America
Ph.D., Boston University
Professor of Religious Studies

Robert Daszkiewicz, F.S.C.
B.A., Catholic University of America
M.A., Assumption College
Ed.D. (cand.), California Coast
University
Assistant Professor of French and
Education
Assistant Academic Dean for
Academic Services

Joan B. David
B.A., Newton College
M.A., Catholic University of America
Ph.D., University of Rhode Island
Professor of English

Peter A. Davis
B.A., University of Rhode Island
Instructor of Music

Thomas Day
B.A., St. Joseph's College
M.A., Columbia University
Ph.D., Columbia University
Associate Professor of Music

Michael DiMaio
B.A., The Johns Hopkins University
M.A., University of Missouri
M.L.S., University of Rhode Island
Ph.D., University of Missouri
Associate Professor of Philosophy

Ascanio DiPippo
B.S., University of Rhode Island
M.S., University of Rhode Island
Ph.D., University of Rhode Island
Professor of Chemistry

Karen Dobson
B.A., Regis College
M.A., Emmanuel College
Ph.D., Walden University
Professor of Religious Studies

Charles Francis Dubuque, R.S.M.
B.Ed., Catholic Teachers College
B.S., Salve Regina University
M.S., University of Notre Dame
Assistant Professor (Emerita)

Gloria Dugan
B.S., Marygrove College
M.A.T., University of Detroit
M.A., University of Illinois
Professor of Mathematics

John D. Duggan, Rev.
B.A., National University of Ireland
H.D.E., National University of Ireland
S.T.B., Maynooth Pontifical University
M.Ed., Boston College
M.A., Salve Regina University
Ph.D., Boston College
Pastoral Ministry

Rosamond Ethier, R.S.M.
B.S., Catholic Teachers College
M.A.T., Rhode Island College
D.A., Lehigh University
Assistant Professor of Politics

Lois Eveleth
B.A., Salve Regina University
M.A., Loyola University
M.A., Providence College
Ph.D., Walden University
Professor of Philosophy

James Farrington
J.D., Boston College
Professor of Administration of Justice

Kerry H. Fater
B.S.N., Villanova University
M.S., University of Rhode Island
Ph.D., University of Connecticut
Associate Professor of Nursing

Sergey P. Fedorenko
cand. Science, Institute of World Economics
and International Relations, Union of Soviet
Socialist Republic Academy of Sciences
D.Sci., Institute of United States of
America and Canada, Union of Soviet
Socialist Republic Academy of Sciences
Visiting Professor of International Relations

Thomas P. Flanagan
B.S., Boston University
M.Ed., Boston University
M.S., Salve Regina University
Associate Professor of Management
Director of Administration

Arthur Frankel
B.S., S.U.N.Y. at New Paltz
M.A., S.U.N.Y. at New Paltz
Ph.D., Dartmouth College
Professor of Psychology

Terrence J. Gavan
B.S.B.A., Northeastern University
M.S.B.A., University of Massachusetts
C.P.A.
Assistant Professor of Accounting

Carol E. Gibbons
B.A., Merrimack College
M.S., University of Rhode Island
Instructor of Mathematics

Robert Girasole
A.B., University of Connecticut
M.B.A., Bryant College
D.D.S., West Virginia University
Assistant Professor of Management

Lubomir Gleiman
Med. Cand. University of Bratislava
Rev. Pol. Cand. University of
Innsbruck
A.B., Thomas More Institute
M.A., University of Montreal
D.Ph., University of Montreal
Professor of Philosophy

Alice Tesch Graham
B.S., Florida State University
M.Ed., University of North Florida
Ph.D., University of Florida
Associate Professor of Special
Education

Catherine E. Graziano
B.S., Salve Regina University
M.S., Salve Regina University
M.S., Boston College
Ph.D., Pacific Western University
Professor of Nursing

John Greeley
B.A., Catholic University of America
M.A., Manhattan College
S.T.L., Catholic University of America
S.T.D., Catholic University of America
Professor of Religious Studies

Mary Louise Greeley
B.S., Southeastern Massachusetts
University
M.S., Rhode Island College
Ph.D., University of Florida
Professor of Biology

Madeleine Gregoire, D.H.S.
B.A., Diocesan Sisters' College
M.A., Catholic University of America
Ph.D., Catholic University of America
Associate Professor of Mathematics

William Bradford Hall
B.S., University of Rhode Island
M.B.A., University of Rhode Island
C.P.A.
Assistant Professor of Accounting
Director of Finance

Maurice E. Halladay
B.S., Tufts University
M.S., U.S. Naval Postgraduate School
Ph.D., University of Massachusetts
Associate Professor of Information Systems
Science

Macrina Hawkins, R.S.M.
B.Ed., Catholic Teachers College
M.Ed., Rhode Island College

M.A., Fairfield University
M.Div., Immaculate Conception Seminary
Ph.D., Pacific Western University
Assistant Professor of Religious Studies

Jayne Hennessey
B.Mus., Barrington College
M.A., Providence College
Music Ministry and Religious Studies

William James Hersh
B.A., De Pauw University
M.A., De Pauw University
Ph.D., Union Graduate School
Professor of Philosophy

Victor Hickey, F.S.C.
B.A., Catholic University of America
M.A., Manhattan College
M.A., Niagara University
Ed.D., St. John's University
Professor of Education (Emerita)

Eugene Hillman, C.S.Sp.
B.A., St. Mary's Seminary and University
M.Div., St. Mary's Seminary and University
S.T.M., Union Theological Seminary
Ph.D., University of Ottawa
Professor of Humanities

Robin Hoffmann
B.A., New York University
J.D., Rutgers University
Assistant Professor of Administration
of Justice

M. Hope Hughes, R.S.M.
B.Ed., Catholic Teachers College
M.A., Providence College
M.Ed., Rhode Island College
M.A., Creighton University
C.P.E.
Pastoral Ministry

Maureen Hynes, O.S.F.
B.A., Mount Alvernia College
B.S., Salve Regina University
M.Phil., Newton College
M.S., University of Rhode Island
Assistant Professor of Nursing

Carmel Kelly
B.A., University of Ulster
M.B.A., Salve Regina University
Instructor of Economics

Christopher M. Kiernan
B.A., Assumption College
M.A., Assumption College
Ed.D., Boston College
Professor of History and Education
Vice President/Academic Dean

David Kim
B.A., Kyung Hee University
M.S.L.S., Villanova University

M.L.S., Indiana University
Ph.D., Indiana University
Associate Professor
Director of the Library

Katherine Kranz
B.A., University of Rhode Island
M.S.W., Rhode Island College
Instructor of Social Work

Robert J. Kulo
B.A., San Diego State University
M.A., San Diego State University
C.A.G.S., Boston University
Associate Professor of English and
Speech

Joseph Lacouture
B.A., Rhode Island College
M.F.A., West Virginia University
Professor of Art

Eugene Lappin, F.S.C.
B.A., Catholic University of America
M.A., Catholic University of America
Ph.D., Harvard University
Professor of Humanities

Maureen Lareau
B.S., Boston College
M.S., St. John's University
Associate Professor of Nursing

Harold E. Lawber, Jr.
B.A., North Carolina State University
M.E., North Carolina State University
Ph.D., University of Connecticut
Assistant Professor of Economics

Katherine M. Lawber
B.A., Stonehill College
M.A., Purdue University
Diplome, Universite de Nice
Ph.D., University of Minnesota
Associate Professor of French

Sarah J. Littlefield
B.S., Springfield College
M.A.L.S., Wesleyan University
Ph.D., University of Rhode Island
Assistant Professor of English

James Loxham, F.S.C.
B.A., Catholic University of America
B.Mus., University of Rhode Island
M.A., Catholic University of America
M.Mus., University of Maine
Assistant Professor of Music

Johnelle Luciani, R.S.M.
B.A., Salve Regina University
M.A., Rhode Island College
M.S.W., Rhode Island College
D.S.W., University of Pennsylvania
Assistant Professor of Social Work

Daniel Thomas Ludwig
B.F.A., Rhode Island School of Design
M.F.A., University of Cincinnati
Associate Professor of Art

Frederick Lupone
B.S., LeMoyne College
M.B.A., Boston College
Assistant Professor of Information Systems
Science

George T. Luzitano
B.A., Providence College
M.A., Duquesne University
Ph.D., Duquesne University
Assistant Professor of Philosophy

Frank D. Maguire
B.S., Loyola University
B.A., St. Michael's Seminary
M.A., University of Montreal
Ph.D., University of Montreal
Professor of Religious Studies

Julia Mahon
B.A., Temple University
M.S., University of Rhode Island
Instructor of Special Education

Michael T. Malone, C.S.Sp.
B.D., Holy Ghost Missionary College
B.A., Boston College
M.A.T., Boston College
Ph.D., Boston College
Associate Professor of Psychology

Richard T. Marquise
B.S., Fordham University
J.D., Duke University
Professor of Administration of Justice

Bernard Masterson
B.A., Providence College
M.A., Brown University
Ph.D., Fairfax University
Associate Professor of Theatre

Elaine Mayer
B.A., Salve Regina University
M.A., Middlebury College
Ph.D., Walden University
Professor of Sociology and
Anthropology

Elizabeth McAuliffe, R.S.M.
B.A., Salve Regina University
M.S.T., University of New Hampshire
Ed.D., Pennsylvania State University
Associate Professor of Education

Robert J. McKenna
A.B., Brown University
M.A., Catholic University of America
Ed.D. (Hon.), Our Lady of Providence

Seminary
Professor of Politics
Assistant to the President

Lucille McKillop, R.S.M.
B.A., Saint Xavier College
M.S., University of Notre Dame
Ph.D., University of Wisconsin
Professor of Mathematics
President

Roselina McKillop, R.S.M.
B.A., Saint Xavier College
M.A., Saint Xavier College
Assistant Professor of Education
Dean of Admissions

Raymond McNicholas, S.S.C.
M.Div., St. Columbans, Nebraska
Chaplain

Leona Misto, R.S.M.
A.B., Salve Regina University
M.A.T., Rhode Island College
M.A., Providence College
Ed.D., Nova University
Associate Professor of Mathematics and Education

Mary L. Montminy-Danna
B.A., Boston State College
M.S., Northeastern University
M.S.W., Boston University
Assistant Professor of Social Work

Ann E. Moore
B.S., Georgetown University
M.S., Catholic University of America
Instructor of Nursing

George V. Morris
B.S., Providence College
M.S., University of Rhode Island
Ph.D., University of Rhode Island
Professor of Physics and Chemistry

JoAnn Mullaney
B.S., Salve Regina University
M.S., Boston College
Ph.D., University of Connecticut
Associate Professor of Nursing

Peter Mullen
A.B., St. John's Seminary
S.T.L., Gregorian University, Rome
M.A., Assumption College
Ed.D., University of Massachusetts
Associate Professor of Human Development

Louise L. Murdock
B.S., Salve Regina University
M.N.Ed., University of Pittsburgh
Ph.D., University of Pittsburgh
Associate Professor of Nursing

Stephanie A. Muri
A.B., Emmanuel College

M.S.W., Boston College
D.S.W. (cand.), Boston College
A.C.S.W.
Associate Professor of Social Work

Karen E. Murphy
B.S., University of Rhode Island
M.S.W., University of Washington
M.P.A., University of Southern
California
Ph.D., University of Southern
California
Associate Professor of Management

Kathryn Murphy, R.S.M.
B.Ed., Catholic Teachers College
M.A., Cardinal Stritch College
Associate Professor of Special
Education

Leo C. Murphy, Jr.
A.B., Dartmouth College
M.B.A., Stanford University
Associate Professor of Information
Systems Science
Office of Statistics

Ann Nelson, R.S.M.
B.Ed., Catholic Teachers College
M.A., Niagara University
Ph.D., Fordham University
Professor of Politics

James Nugent
B.A., Rutgers University
Ph.D., Pennsylvania State University
Associate Professor of Chemistry

Ellenrita O'Brien, R.S.M.
B.A., Saint Joseph College
M.A., Boston College
M.B.A., Rutgers University
C.A.S., University of Connecticut
Ph.D., Columbia Pacific University
C.P.A.
Professor of Accounting

Mary C. O'Brien
A.B., Brown University
Ed.M., Rhode Island College
Ed.D., Boston University
Assistant Professor of Education

Antony O'Connor, F.S.C.
B.A., Catholic University of America
M.A., University of Santa Tomas
M.L.S., Long Island University
Ph.D., University of Santa Tomas
Professor of Humanities

Sarah Page, O.S.F.
B.A., Marian College
M.Ed., Xavier University
Ed.D., Indiana University
Associate Professor of Education

Vincent Petrarca
B.S., University of Rhode Island
M.A., Ball State University
Instructor of Administration of Justice
Assistant to Vice President/Academic Dean

Eugena Poulin, R.S.M.
B.Ed., Catholic Teachers College
M.A., Assumption College
Ph.D., University of Florida
Associate Professor of French

Patricia B. Quigley
B.S., University of Pittsburgh
M.N.Ed., University of Pittsburgh
Assistant Professor of Nursing

John F. Quinn
A.B., Georgetown University
M.A., University of Notre Dame
Ph.D., University of Notre Dame
Assistant Professor of History

Juliette L. Relihan
B.S., Fordham University
M.S., Hunter College
Ph.D., Fordham University
Assistant Professor of Education

M. Consilii Reynolds, R.S.M.
B.Ed., Catholic Teachers College
A.B., Salve Regina University
M.A., Boston College
Assistant Professor of History
Foreign Student Advisor

Michael Reynolds, F.S.C.
A.B., Catholic University of America
M.A., Manhattan College
Ph.D., Walden University
Professor of Sociology
Assistant to Vice President/Academic Dean

Lorraine M. Robidoux
B.A., College of St. Elizabeth
M.S., Bryant College
M.B.A., Bryant College
C.P.A.
Associate Professor of Accounting

John J. Rok
B.A., Our Lady of Providence
Seminary
A.B., Catholic University of Louvain
S.T.B., Catholic University of Louvain
M.Ed., Providence College
Assistant Professor of Religious
Studies
Dean of Students

Kathryn Flood Rok
B.S., University of Cincinnati
M.Ed., Xavier University
Assistant Professor of Special
Education

Caroline M. Salvatore
B.A., University of Rhode Island
M.A., University of Rhode Island
Ph.D., University of Rhode Island
Associate Professor of Psychology

Madeleine San Souci, R.S.M.
B.Ed., Catholic Teachers College
B.S., Catholic University of America
M.S.N.E., Catholic University of
America
Professor of Nursing (Emerita)

Paulette San Souci, R.S.M.
B.A., Salve Regina University
B.Ed., Catholic Teachers College
M.A., Assumption College
Certificate, Sorbonne
Instructor of French

Barbara Shamblin
B.A., Goddard College
M.F.A., Rhode Island School of Design
M.A.T., Rhode Island School of Design
Associate Professor of Art

Roger Smith
B.S., United States Naval Academy
M.B.A., Wharton School, University
of Pennsylvania
C.P.S.M. George Washington
University
D.B.A., Nova University
Assistant Professor of Management

William R. Stout
B.A., Holy Cross College
M.S., Colorado State University
M.B.A., George Washington
University
Ph.D., University of Virginia
Assistant Professor of Mathematics

Mary Brenda Sullivan, R.S.M.
B.Ed., Catholic Teachers College
M.S., Catholic University of America
Associate Professor of Biology (Emerita)

Margaret M. Svogun
B.A., Georgetown University
M.A., National University of Ireland
Ph.D., Trinity College
Assistant Professor of English

Thomas Svogun
B.A., Boston College
J.D., Cornell University
Associate Professor of Administration of
Justice

Barbara A. Sylvia
A.B., Salve Regina University
M.A., Salve Regina University
M.S., Salve Regina University
Ed.D., University of Pennsylvania
Assistant Professor

Assumpta Tang, O.C.S.
B.S., Salve Regina University
M.S., Salve Regina University
Instructor of Geography

Patricia A. Tessier
B.S., Rhode Island College
B.S.N., Rhode Island College
M.S., University of Rhode Island
Instructor in Nursing

Michael E. Thombs
B.S., Assumption College
M.A., Assumption College
M.S., Worcester State College
Ed.D., Nova University
Assistant Professor of Information Systems
Science

Mary Eloise Tobin, R.S.M.
A.B., Providence College
M.A., Catholic University of America
L.H.D., Salve Regina University
Professor of Religious Studies (Emerita)

Mary Jean Tobin, R.S.M.
A.B., Providence College
M.A., Catholic University of America
L.H.D., Salve Regina University
Professor of English (Emerita)

Victor Lux Tonn
B.A., National Taiwan University
B.S., National Taiwan University
M.A., Brooklyn College
Ph.D., Utah State University
Associate Professor of Economics

Charles D. Toracinta, Jr.
B.A., Saint Anselm College
M.Ed., Rhode Island College
Assistant Professor of Education

Daniel B. Trocki
B.S., Bloomsburg University of
Pennsylvania
LL.M., George Washington
University
J.D., Temple University
Associate Professor of International
Relations

Patricia A. Tulli-Hawkrigde
B.A., Rhode Island College
M.F.A., George Washington University
Assistant Professor of Theatre

Heriberto Vazquez
A.B., San Carlos Seminary, Havana
B.S., Havana Official Institute
LL.D., University of Havana
Ph.D., University of Havana
Professor of Spanish

Anthony A. Walsh
B.A., American International College
M.S., Springfield College
C.A.S., Springfield College
Ph.D., University of New Hampshire
Professor of Psychology

Marie Corinne Walsh, R.S.M.
B.Ed., Catholic Teachers College
M.A., Niagara University
Assistant Professor of Education

M. Marjorie Walsh, R.S.M.
B.Ed., Catholic Teachers College
A.B., Salve Regina University
M.A., Catholic University of America
Director/University Records

Virginia Walsh, R.S.M.
B.Ed., Catholic Teachers College
M.A., Boston College
Ed.D., Boston University
Professor of Sociology

T. Dwight Webb III
B.S., Miami University
Former Vice President, Chemical Bank
Former President, McMichael Yacht
Brokerage
Professional Lecturer in Management

Lois Wims
B.S., Bryant College
M.S., Salve Regina University
Ph.D., University of Rhode Island
Assistant Professor of Administration of
Justice

Arlene Woods, R.S.M.
A.B., Salve Regina University
M.A., Columbia University
M.F.A., Catholic University of America
Associate Professor of Art

Jorn Zeuge
cand. rer. nat., University of Hamburg
Dipl.-Mat., University of Hamburg
Dr. rer. nat., University of Hamburg
Associate Professor of Mathematics

PART-TIME FACULTY

Carol Allwell

B.F.A., Rhode Island School of Design

M.Ac., The Traditional Acupuncture
Institute

Holistic Counseling

Eric F. Archer

B.A., Colgate University

J.D., University of Connecticut School of
Law

Philosophy

James Arvanetes

B.S., Columbia University

M.A., Fairleigh Dickinson University

History

Thomas L. Atkins

Board of Education of Dance Masters of
America

Physical Education

Katherine Austin

B.A., Pitzer College

M.A., Lesley College

Holistic Counseling

Donald B. Babbitt

Ed.B., Rhode Island College

Ed.M., Rhode Island College

Theatre

Steven W. Baines

B.A., Salve Regina University

M.A., Salve Regina University

English

Charles P. Ball

B.S., Northeastern University

M.S., George Washington University

M.A., Naval War College

Management

David G. Bazarsky

B.S., Boston University

B.A., Boston University

J.D., University of Miami

L.L.M., University of Miami

Harold B. Belson

B.S.E.E., Illinois Institute of Technology

M.B.A., University of Rhode Island

Economics

Mary Benton-McKee

B.A., Lawrence University

M.F.A., Rhode Island School of Design

Art

Del Bogart

Art

Donald J. Bourdon

A.A.S., Hudson Valley Community College

A.A.S., Adirondack Community College

B.S., Rensselaer Polytechnic Institute

M.A., Pepperdine University

Management

Roland W. Breault

B.S., American International College

M.A., Northwestern University

M.S., Salve Regina University

Management

Stephen H. Brigidi

B.A., Providence College

M.F.A., Rhode Island School of Design

Holistic Counseling

Sr. Elizabeth Bryson, R.S.M.

B.Ed., Catholic Teachers College

M.A., Fairfield University

English

Nancy Buck

B.S.N., University of Rhode Island

M.A., University of Rhode Island

Holistic Counseling

Judith S. Campbell

B.S., University of Massachusetts

M.S., Southeastern Massachusetts

University

Biology

Paul L. Cardoza

B.S., Southern Arkansas University

M.S., University of Rhode Island

Ed.D., Boston University

Education/Physical Education

Jane E. Carey

B.A., Wheaton College

Art

Steven Castiglioni

B.S., University of New Haven

M.P.A., University of Rhode Island

D.P.A., Nova University

Administration of Justice

Evelyn Cherpak

B.A., Connecticut College

M.A., University of Pennsylvania

Ph.D., University of North Carolina

International Relations

Joseph G. Ciullo

B.S., University of Rhode Island

M.Ed., Rhode Island College

Mathematics

Steven J. Coaty

B.S., University of Wisconsin

J.D., Marquette University

Management

Jeffrey A. Cobb
B.A., University of Rhode Island
M.S., Salve Regina University
History

Roy Cole
B.S., United States Military Academy
M.Div., Episcopal Theological School
M.A., Rhode Island College
International Relations

Michael E. Collins
B.S., Boston University
M.A., Salve Regina University
Economics

Mark Colozzi
Theatre

Bianca R. Colt
Dipl., American University of Paris
M.A., University of Virginia
Humanities

Thomas P. Conrad
B.A., Northeastern University
M.S.E., University of Pennsylvania
C.A.G.S., University of Pennsylvania
Computer Science

Dennis J. Costa
B.M., University of Southern California
Music

Carol M. Craven
B.S., Boston College
M.Ed., Rhode Island College
English

Richard L. Dagrosa
B.S., Rutgers University
M.B.A., Golden Gate University
M.S., Salve Regina University
Management

Leo P. Dalbec
B.Ph., St. Paul University
B.A., University of Ottawa
M.S., Salve Regina University
Administration of Justice

Elaine N. Daniels
B.S., University of Rhode Island
M.A., Salve Regina University
Mathematics

Douglas H. Dauphinee
B.S.E.E., Northeastern University
M.S., Salve Regina University
Information Systems Science

Richard L. Desrosiers
B.A., Providence College
M.S.W., Boston College
Social Work

John Desses
B.A., Southeastern Massachusetts
University
M.A., Rhode Island College
M.B.A., Southeastern Massachusetts
University
Management

Geraldine DiCamillo
B.S., State University of New York
M.S., Ithaca College
Physical Education

Dorothea H. Doar
B.S., Simmons College
English

Robert G. Driscoll
A.B., Brown University
J.D., University of Maine
Management

Suzanne A. Duffy
Physical Education

Patricia Dulac
B.A., Rhode Island College
M.A.T., Rhode Island College
Mathematics

Linda Dunn
B.A., Marymount College
M.S., Salve Regina University
Management

Stephen Erickson
B.Mus., Oberlin College Conservatory of
Music
M.Mus., Boston University
Music

Peter E. Favolise
A.S.E.E., DeVry Technical Institute
Computer Science

Susannah Fiering
B.A., Bard College
M.F.A., Institute Allende
M.Ed., Lesley College
Holistic Counseling

Carolyn J. Figerie
B.S., Roger Williams College
M.S., Salve Regina University
Management

Jeffrey R. Fischer
B.S., University of Wisconsin
M.S., Miami University
D.D.S., Case Western Reserve University
Biology

Christopher P. Fisher
B.S., Salve Regina University
Physical Education

Karen H. Fletcher
B.S., University of Rhode Island
Physical Education

Sandra J. Flowers
B.A., Salve Regina University
M.A.T., Rhode Island College
Education

Bradford Garniss
A.B., University of Wisconsin
M.S., University of Wisconsin
International Relations

James W. Geer
B.S., Salve Regina University
M.S., Salve Regina University
Information Systems Science

Joni J. Gleason
B.S., Northwest Missouri State University
M.S., Northwest Missouri State University
Ed.D., Mississippi State University
Education

John P. Glorieux
B.S., Georgetown University
Management

Alison E. Goodrich
B.A., Salve Regina University
M.A., Salve Regina University
Geography

Marc Goodrich
B.A., Washburn University
M.B.A., Wharton School, University of
Pennsylvania
Management

Rev. Timothy J. Gorton
B.A., Providence College
M.Div., St. John Seminary
Religious Studies

Michael N. Grandchamp
B.S., Bryant College
C.P.A.
Accounting

John Grant
A.S., Roger Williams College
B.S., Roger Williams College
M.B.A., Bryant College
Health Services Administration

Betsy Grossman de Leiris
B.A., Mount Holyoke College
J.D., Boston College
Politics

Robert Guy
A.B., University of Kansas
M.B.A., Bryant College
Management

Carolyn M. Hall
Cert. International Law/University of
Grenoble

B.S., Boston State College
M.Ed., Boston State College
J.D., New England School of Law
Politics

John Hattendorf
A.B., Kenyon College
A.M., Brown University
Ph.D., Oxford University
International Relations/Management

Edward F. Hayes
B.A., College of the Holy Cross
M.S., George Washington University
M.B.A., Rensselaer Polytechnic Institute
Management

James Heydenreich
B.S., United States Coast Guard Academy
M.A., Salve Regina University
International Relations

Stephen M. Hollister
B.S.E., University of Michigan
M.S.E., University of Michigan
M.S.E., University of Michigan
Computer Sciences

Jerome Holloway
A.B., Catholic University of America
M.A., University of Michigan
International Relations

Paul Holman
A.B., Harvard University
M.A., Georgetown University
Ph.D., Georgetown University
Economics

Mark Hough
B.A., Muhlenberg College
M.B.A., Bryant College
Health Services Administration

Deborah L. James
B.Mus., University of Rhode Island
Music

Linda A. Johnson
B.S., University of Vermont
M.S., Rutgers University
Health Services Administration

Thomas L. Johnson
B.S., Naval Postgraduate School
M.S., Naval Postgraduate School
Economics

Catherine L. Kellner
B.S., Salve Regina University
Physical Education

John Klitzner
B.A., Rhode Island College
Physical Education

Janice C. Kowalczyk
B.S., Framingham State College
M.Ed., Lesley College
Education

Joseph R. Krupowicz
A.B., Providence College
M.Ed., Rhode Island College
C.A.G.S., Rhode Island College
Chemistry/Science

Rev. John J. Lavin, J.C.D.
B.A., Our Lady of Providence Seminary
College
M.A., University of Louvain
J.C.D., Lateran University
D.Min., St. Mary's Seminary and University
Religious Studies

Stephen C. Lepley
B.S., Boston College
M.B.A., Providence College
Economics

Charles J. Levesque
B.A., University of Rhode Island
J.D., Loyola University
Management

Elizabeth L. Mallon
B.S., State University of New York
Theatre

James Marsis
B.A., Providence College
M.A., Providence College
Ph.D. (cand), New York University
Economics

Norman S. Mather
A.S., Salve Regina University
B.S., Salve Regina University
M.S., Providence College
Administration of Justice

Laura A. Mattson
B.A., Salve Regina University
M.A., Brandeis University
Philosophy

Rosalie Mayer
B.S., Philadelphia College of Textiles and
Science
M.S., Salve Regina College
Health Services Administration

Ann McCaleb
B.A., Arizona State University
Music

Michael F. McCann
B.S., Salve Regina University

J.D., New England School of Law
Politics

John J. McDevitt
B.A., Providence College
M.N.S., Worcester Polytechnic Institute
Chemistry/Science

Lawrence V. McDonald
B.A., Providence College
M.A., Rhode Island College
C.A.G.S., Rhode Island College
Administration of Justice

Thomas B. McGhee
B.S., Duquesne University
Music

Andrew J. McKay
B.A., Fordham University
J.D., Albany Law School
L.L.M., George Washington University
Management

Gerald P. McOsker
A.B., Providence College
M.A., Providence College
J.D., Boston College
Religious Studies

Rosemary Medeiros
B.A., Salve Regina University
M.Ed., Rhode Island College
Biology

Rev. Stephen J. Meholic
B.S., St. Tikhon's Theological Seminary
M.S., Marywood College
Religious Studies

Katherine Miller
B.A., Boston College
M.S., University of Rhode Island
Information Systems Science

Dennis R. Moers
B.A., Empire State College
M.F.A., State University of New York
Art

Raymond Moriyasu
A.B., Brown University
M.A., Rhode Island College
Holistic Counseling

Rev. Robert W. Morton-Ranney
B.A., University of Toronto
M.Div., McMaster University
Th.M., Queen's University
M.A., Yale University
M.Phil., Yale University
Ph.D., Yale University
Humanities

Sr. Kathleen Murphy, O.P.
B.S., Southeastern Massachusetts

University
M.S., Assumption College
Education

Stephen V. Myslinski
B.A., State University of New York
M.A., University of Illinois
Ph.D. (cand.), University of Maryland
English

John Nelson
B.S., Bryant
M.B.A., Salve Regina University
Economics

Sr. Irene M. Nerney, R.S.M.
B.S., Catholic Teachers College
M.A., St. Michael's College

Hillary Nicholson
B.Mus., Eastern Illinois University
M.Mus., University of Cincinnati
Music

Kevin M. O'Connor
B.S., Stonehill College
M.B.A., University of Rhode Island
Information Systems Science

Helen O'Grady
B.A., Fordham University
M.A., Fordham University
English

Miki Ohlsen
Dipl., Student Fine Arts Academy/
Netherlands
Theatre

Joseph F. Orzechowicz
B.A., Rhode Island College
Health Services Administration/Computers

John V. Pantalone
B.A., University of Rhode Island

Nancy Paolino-Chrupcala
B.S., University of Rhode Island
Theatre

Patricia J. Petersen
B.S., University of Colorado
M.A., University of Rhode Island
Music

Raymond Picozzi
A.B., Providence College
M.Ed., Boston University
Ed.D., Boston University
Theatre

Peter M. Piltz
B.A., Washington and Lee University
Music

Frederick C. Promades
B.S., University of Rhode Island
M.S., Salve Regina University
Management

Louis Pugliese
B.A., Louisiana Tech University
M.Ed., Providence College
Health Services Administration

Patricia J. Raskin
B.S., Lesley College
M.Ed., Salem State College
Holistic Counseling

H. Glenn Reed
A.B., Bucknell University
M.A.L.S., Wesleyan University

Br. Michael Reis, F.S.C.
B.A., Catholic University of America
M.A., Manhattan College
M.S.W., Rhode Island College
Administration of Justice

Robert Rettew
B.A., Yale University
M.L.I.S., University of Rhode Island
Humanities

Joseph A. Rossi
B.S., Rhode Island College
Theatre

Michael A. Saponara
B.A., University of Rhode Island
Art/Slide Librarian

Edwina Sebest
B.A., Carlow College
M.A., DePaul University
Ph.D., University of Pittsburgh
Gerontology

Michael L. Soares
B.A., Virginia Military Institute
M.S., University of Rhode Island
Management

Donald St. Jean
B.Mus., University of Rhode Island
M.Mus., New England Conservatory
Music

Barbara A. Staszak
B.S., Boston University
Management

John Stewart III
B.S., Bridgewater State University
M.A.L.S., Wesleyan University
Mathematics

Robert J. Stout
B.S.E.E., Villanova University

M.B.A., University of Rhode Island
Management

Joseph L. Sullivan
A.B., Providence College
M.A., University of Rhode Island
English

Lori A. Szczepkowski
B.A., Salve Regina University
J.D., District of Columbia School of Law
Philosophy

Heath Twitchell
B.S., United States Military Academy
M.A., American University
Ph.D., American University
International Relations

Lisa G. Tyre
B.A., University of California
Language

Lynne A. Urbani
B.S., Rhode Island College
M.S., Salve Regina University
Management

Thomas Uustal
B.S., University of Rhode Island
M.B.A., Western New England College
M.Ed., Worcester State College
Health Services Administration

Katherine Valvoda
B.A., Cleveland State University
M.F.A., Rhode Island School of Design
Art

John R. Ventura, Jr.
B.A., Providence College

M.S., University of Connecticut
Mathematics

Loretta K. Verderosa
B.A., Rhode Island College
M.A., Salve Regina University
Education

Scott Vidinha
B.A., Salve Regina University
Physical Education

Joan C. Westgate
B.S., Salve Regina University
M.S., Salve Regina University
Information Systems Science

Bernice C. Whitaker
B.A., Barrington College
M.S., University of Rhode Island
English

Lee M. Whitman-Raymond
B.A., Clark University
M.S.W., Boston University
M.A., Brown University
Social Work

William Wiant
B.Mus., Indiana University
Music

Gerald L. Willis
B.A., Salve Regina University
M.S., Salve Regina University
Sociology/Physical Education

Paula Zeuge
B.A., Rutgers, The State University of New
Jersey
M.A., Salve Regina University
English

INDEX

Academic Calendar
Academic Facilities
Academic Computer Laboratories
Academic Standards
Academic Policies
Accounting
Accreditation and Membership
Administration of Justice
Administrative Facilities
Admissions
Admissions Information
Application Procedures
Attendance
Biomedical Technology and Management
Brief History
Candidacy Status
Candidacy and Dissertation
Class Cancellation
Confidentiality
Course Load
Course Changes
Course Withdrawal
Course Numbering
Courses and Units of Courses
Doctor of Philosophy
Education
Exit Meeting
Faculty
Family Emergency or Extended Illness
Fees
Filing for a Degree
Financial Aid
Full-Time/Part-Time
Gerontology
Global Business and Finance
Graduate Programs
Graduate Extension Study
Grade Interpretation
Health Services Administration
Holistic Counseling
Housing
Human Resource Management
Humanities - M.A.
Humanities - Ph.D.
Incomplete Process
Independent Study
Individualized Masters Program
Information Systems Science
Institutional Personnel
International Relations
Leave of Absence
Library
Mail Boxes

Management
 Masters Programs of Studies
 Masters Comprehensive Examinations
 Matriculated Status
 Matriculation through Comprehensive
 Examination
 Methods of Instruction
 Mid-Session Warning Notices
 Minor Illnesses
 Mission and Objectives
 Non-Credit Registration
 Off-Campus Locations
 Parking and Vehicle Registration
 Ph.D. Program of Studies
 President's Message
 Program Accessibility
 Student Evaluation
 Student Identification
 Telecommunications
 Thesis Option Masters degrees
 Transcript Services
 Trustees
 University Expectations of Students
 Wakehurst Campus Center
 Withdrawal from the University

Wake Forest University
 Wake Forest University

INDEX

Academic Calendar
 Academic Facilities
 Academic Computer Laboratory
 Academic Standards
 Academic Policies
 Accounting
 Admission and Membership
 Administration of Justice
 Administrative Facilities
 Admissions
 Admissions Information
 Admission Procedures
 Athletics
 Biological Technology and Management
 Brief History
 Campus Status
 Candidacy and Dissertation
 Class Cancellation
 Confidentiality
 Control and
 Course Changes
 Course Withdrawal
 Course Numbering
 Courses and Units of Courses
 Doctor of Philosophy
 Education
 East Asia
 Faculty
 Faculty Emergency or Extended Illness
 Fees
 Filing for a Degree
 Financial Aid
 Full-Term Time
 Geography
 Global Business and Finance
 Graduate Programs
 Graduate Extension Study
 Grant Information
 Health Services Administration
 Holistic Counseling
 Housing
 Human Resource Management
 Humanities - M.A.
 Humanities - Ph.D.
 Incomplete Process
 Independent Study
 Institutional Masters Program
 Information Systems Science
 Institutional Personnel
 International Relations
 Leave of Absence
 Library
 Mail Boxes

